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ABSTRACT

This report summarizes the accomplishments of the 3-and-a-half year implementation of the Mid-Atlantic Multifunctional Resource Center (MRC), a program that provided training and technical assistance to educators and parents of limited-English-proficient (LEP) students in Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia. In the contract period, MRC completed all deliverables assistance activities and responded to 4,144 quick action requests. Participants in MRC training activities numbered 7,912. Of this number, over 29 percent were Title VII recipients. Teachers were the largest number of participants (N=3,499); project directors and other administrators accounted for 29 percent of the total number of participants. A major part of MRC training and technical assistance efforts were devoted to planning short- and long-term staff development activities with SEAs (state education authorities) and LEAs (local education authorities). Chapter 1 reports on major activities of the last year, including a state-by-state description of the service area, MRC staff, and other resources used. Chapter 2 describes the major accomplishments, focussing on administrators and mainstream educators, institutes, coordination activities, and training in the use of technology. Chapter 3 discusses Environmental Educational Changes in the area with concomitant trends and issues. Appendices include the summary reports of MRC activities, activities with superintendents, and selected MRC Institute and Workshop programs and materials. (Author/NAV)

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MID-ATLANTIC MULTIFUNCTIONAL

RESOURCE CENTER

FINAL REPORT
CONTRACT YEARS 1992-1995

CONTRACT NUMBER: T29201003

EXECUTIVE SUMMARY

The Mid-Atlantic Multifunctional Resource Center (MRC 3) operates under a COMSIS contract awarded by the US Department of Education. The MRC is completing its final year of operation under the current contract. The mission of the Mid-Atlantic MRC is to provide training and technical assistance to educators and parents of Limited English Proficient (LEP) students in Service Area 3, which includes Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia. The ultimate goal of the MRC is to increase the effectiveness of instruction so as to maximize LEP student learning and achievement.

The LEP population in Service Area 3 has always been characterized by vast linguistic, socioeconomic, and cultural diversity. The region includes large urban centers such as the Washington, DC metropolitan area and Philadelphia with over 100 different languages each, and rural areas in Virginia from 5-6 different language backgrounds. The numbers of students range from 304 students from 10 language groups in West Virginia to over 52,000 students in New Jersey from 129 language groups. The demographic shift from cities to rural areas has continued with the addition of more language groups moving away from major cities. The population has increased in most of the states in the service area. The training needs for urban and rural communities continue to be urgent in all areas.

Providing services to a region as diverse as Service Area 3 demanded flexibility of programs, continuous clarification of needs, and well thought out plans for internalizing and institutionalizing the training received. To accomplish this task, the MRC developed a yearly Baseline Management Plan and a Service Delivery Plan which reflected the philosophy and goals of the MRC.

In the three and a half years of implementation, the MRC completed all of the deliverables assistance activities and responded to 4144 Quick Action requests. Participants in MRC training activities numbered 7912. Of this number, over 29 percent were Title VII recipients. While teachers were the largest number of participants (3499), project directors and other administrators accounted for 29 percent of the total number of participants.)

There has been an ever increasing demand for educational change and reform in local, state and federal sectors. These educational reform movements have generated modifications in curriculum, assessment measures, teacher training, and coordination of services among others. These factors combined with the increasing and shifting nature of the LEP population, have caused the MRC not only to broaden the range of information, training and technical assistance that it provides, but also to realign its human and financial resources to respond to the changing needs of the region.

The MRC devoted a major part of its training and technical assistance efforts to planning short term and long term staff development activities with SEAs and LEAs. In addition to meeting the demands of its clients, the MRC also responded to implementing IASA legislation passed by Congress in October 1994. The new legislation required that the MRC augment services to LEP students by dramatically increasing coordination with Chapter 1/Title I, Migrant, Indian Education, Drug-Free and Safe Schools and Communities Technical Assistance Centers, while it continued its collaborative efforts with sister MRCs, the Title VII Network, OBEMLA, Title IV DACs, and the IHEs.

Overall, within the contract cycle and the six month extension, the MRC continued to collaborate with SEAs and LEAs in planning and conducting inservice institutes for the region. In addition, the MRC participated actively in many professional development activities, and cosponsored many regional and state conferences. Among its many training efforts, the MRC persisted in providing the forum for superintendents in the service area to network, receive and share information with each other. The Mid-Atlantic Superintendents' Leadership Council, started in 1992 under the sponsorship of the MRC, held its third Institute in Williamsburg, Virginia from September 18 - 20, 1995. Continued efforts to coordinate the Mid-Atlantic Council with the New England Council have strengthened both organizations.

The MRC has made every effort to pre-plan with SEAs, to communicate frequently and work more directly with LEAs, and to facilitate the integration of formerly separate categorical programs. The MRC is very aware of the emphasis on proficiency testing and for "outcome based" education, and on the need to integrate technology into the educational process. MRC staff has therefore focussed more of its training efforts on the use of technology, including software, hardware, and online services such as the Internet. Multiple uses of the Internet has helped the staff to remain current in the latest research and innovations in education generally and education of language minority students in particular.

Major trends and issues facing the states and LEAs in Region 3 include changes in school governance, collaboration and coordination across programs, alternative assessments, assessment aligned to high standards and revised curricula, and the effective use of technology in educational settings. The MRC has worked with the various educational agencies in the Mid-Atlantic region to help them prepare to meet the challenges brought by the systemic reform movement.

Chapter 1 of the report describes the major activities of the past year; it includes documentation of the progress made and services performed with the SEAs and LEAs during the contract year. This chapter includes a state by state description of the service area, a description of the MRC and staff and other resources used to facilitate the implementation of the Service Delivery Plan.

Chapter 2 describes the major accomplishments, a focus on Administrators and mainstream educators, on Institutes, a major effort in coordination of activities with other agencies, and training in the use of technology.

Chapter 3 discusses Environmental Educational Changes in the area with concomitant trends and issues.

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CHAPTER 1
MAJOR ACTIVITIES

1.1 DESCRIPTION OF SERVICE AREA 3

The service area of the Mid-Atlantic Multifunctional Resource Center (MRC-3) includes the District of Columbia and eight states: Delaware, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia.

1.1.1 Demographics of the Region

Previous reports have indicated the LEP student population in the Mid-Atlantic Region as one of the most linguistically, socio-economically and culturally diverse in the nation. State population surveys of the past three and a half years show increases in the total numbers of LEP students in most states in the Mid-Atlantic region. Some states were marked by a growth rate of 10 percent or more, with Maryland showing almost a 50 percent increase. Many of the new arrivals come from areas of Eastern Europe, Africa, and the Middle East, regions affected recently by war, famine and civil strife. Immigration from Central America has also not abated.

The Service Region is typified by large urban and suburban centers. These centers have attracted an increasing number of newcomer families; examples include the bedroom communities of New York City in northern New Jersey, the Washington, DC-Baltimore metropolitan area, the city of Philadelphia, and the Cleveland area in northern Ohio. Much of Maryland, Delaware, Kentucky, Ohio, Pennsylvania, Virginia and West Virginia are comprised of mostly rural districts.

Major language groups in the Service Area include Spanish and Southeast Asian languages, such as Vietnamese, Lao and Khmer. Asian languages such as Chinese, Japanese, Korean, Gujarati

and Hindi are also represented in the student population. In addition, a more recent influx of immigration has brought speakers of several Eastern European and African languages. The predominant language in the region (other than English) is Spanish, with immigrants from Puerto Rico and Central and South America settling mainly in New Jersey and Pennsylvania. Kentucky, Western Pennsylvania and Ohio have the highest concentration of Japanese speaking students.

There are limited bilingual programs for speakers of Spanish and Vietnamese in the region, especially in the larger school districts such as Washington, DC, Philadelphia, Montgomery County in Maryland and New Jersey. However, bilingual programs for students who speak languages other than Spanish are scarce or non-existent.

As is the case for the nation as a whole, the growing number of linguistically and culturally diverse students has stimulated an ongoing interest and need for innovative instructional approaches; in addition, there has been an increased demand for teachers who are trained and experienced in working with diverse student populations. This factor, coupled with the current inclusionary education movement, is generating a spiraling demand for the "mainstream" educator to act as the teacher, mentor, counselor and instructional leader of this ever more diverse population. Targeted and focused in-service program designs, flexible pedagogical approaches, in-depth cultural sensitivity strategies, and appropriate use of technological advances must be included in any staff development activity for teachers who serve the language minority population. The diversity and number of LEP students in the region have also required school administrators to increase their involvement to ensure equitable access and opportunity for all students.

Table I indicates the number of school districts in each state in Region 3, the number of districts reporting LEP students, the total public school population in each state, the total LEP population, and the LEP population as a percent of the total population for the 1994-1995 school

TABLE I

Distribution by School District and Total LEP Population as Compared with Total School Population by State[1]

State	Number of School Districts	School Districts with LEP Students	Total Public School Population	Total LEP Population	LEP Population as % of Total
Delaware	19	18	106,813	1,666	1.5
District of Columbia	1	1	80,450	5,151	6.4
Kentucky	176	54	751,780	1,738	0.2
Maryland	24	23	736,238	18,505	2.5
New Jersey	595	470	1,151,610	49,670	4.3
Ohio	612	231	1,802,605	11,695	0.6
Pennsylvania	501	221	1,711,067	19,852	1.2
Virginia	133	96	1,060,807	20,096	1.9
West Virginia	55	N/A	N/A	304[2]	N/A

[1]Data, from school year 1994 - 1995, is the most recent available.

[2]Figure, for school year 1991 - 1992, is the most recent available.

year (these are the most recent available figures). **Figure 1** shows LEP populations by state.

Figures 2 and **3** indicate changes in the LEP population by state for the 1992-1993 to 1994-1995 period. **Figure 2** indicates the changes in LEP populations of each state for the past three years. **Figure 3** indicates that, in those states for which we have data, the percent of school districts reporting LEP students has generally continued to increase.

1.1.2 Title VII Funded Programs in Region 3

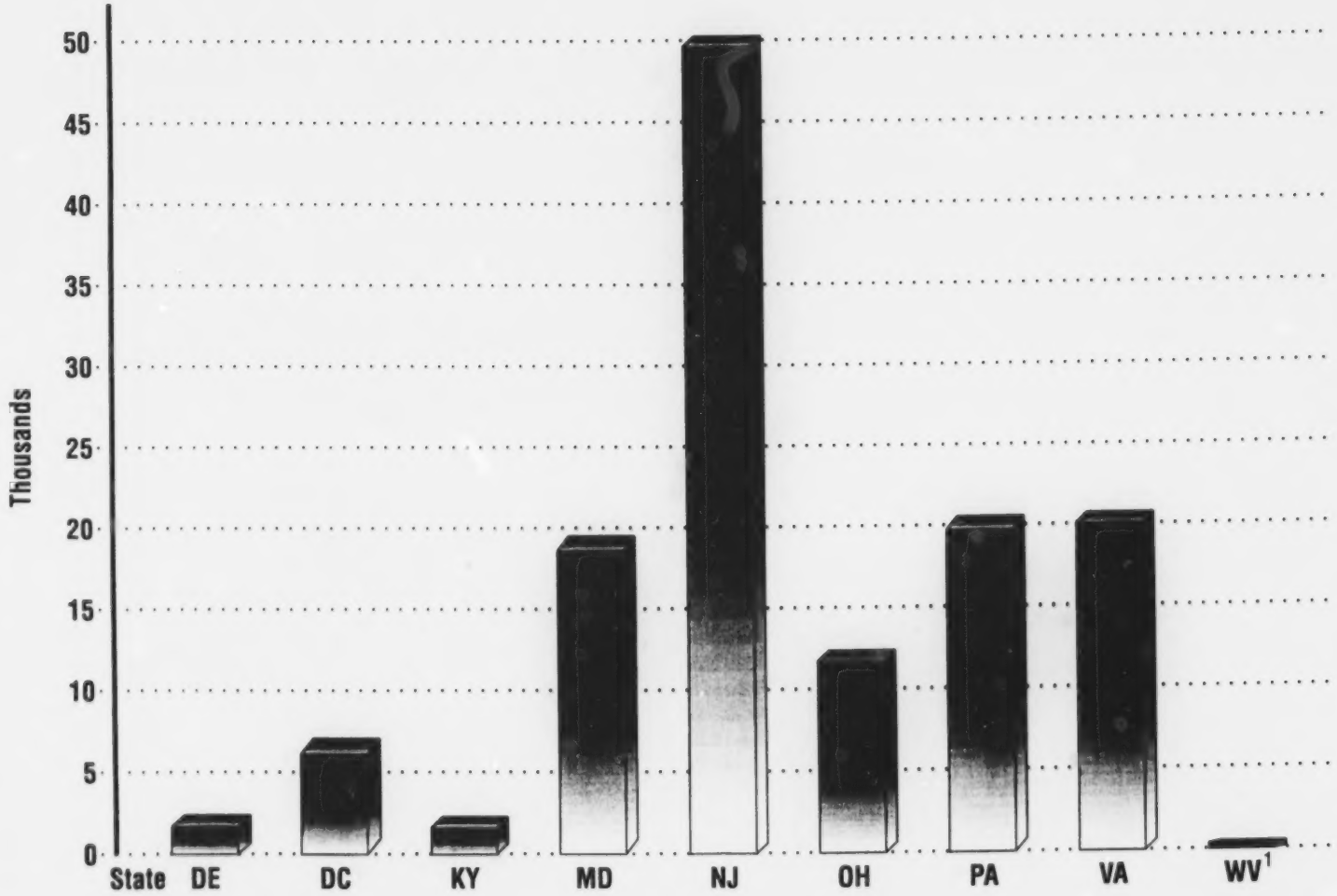
During the current contract cycle 1992-1996, Agencies in Service Area 3 received a total of 184 grants. **41 Title VII grants** were given to the region in the 1995-1996 academic year, of which 12 are classroom instructional projects (Consolidated School Grants, System-wide Improvement Grants, Program Improvement Grants, Developmental Bilingual Education, Transitional Bilingual Education, Special Alternative Instructional, Academic Excellence and Special Populations Programs); two are Foreign Language Assistance or Incentive Program Grants; two are Field Initiated Research; thirteen are training grants (Bilingual Education Teacher Personnel, Fellowships, Educational Personnel Training, Short Term Training, and Training Development and Improvement Programs). Six of the nine states in the Region received SEA (bilingual) Grants and six receive Emergency Immigrant Education funds. **Table II** shows the distribution of Title VII grants by type and state for FY 1995-1996. **Table III** shows the distribution of grants for the entire contract period, FY 1992-1993 to FY 1995-1996. The types of grants on both tables are divided into **C**lassroom **I**nstructional **P**rograms (CIPs) and Other Title VII Grants (or Primary and Secondary Clientele). This reflects the priority for service by the MRC.

1.1.3 State Characteristics

Over the past years, major educational reform movements have initiated changes in curriculum, teacher training, assessment, and alternative instructional strategies. Districts formed partnerships and collaborated as needed to share resources among an ever increasing number of students. The

continually shifting nature of the population and the above mentioned changes have caused the MRC not only to broaden the range of information, training and technical assistance that it provides, but also to realign its own human and financial resources to respond rapidly to the changing needs of the region. During the 1992-1996 contract cycle, the MRC continued its thrust and emphasis on more targeted and long-term staff development activities.Multi-day institutes were planned for many sites in the region.

Figure 1
LEP Student Population by State for 1994 - 1995



[1]Figure, from school year 1991-1992, is most recent available.

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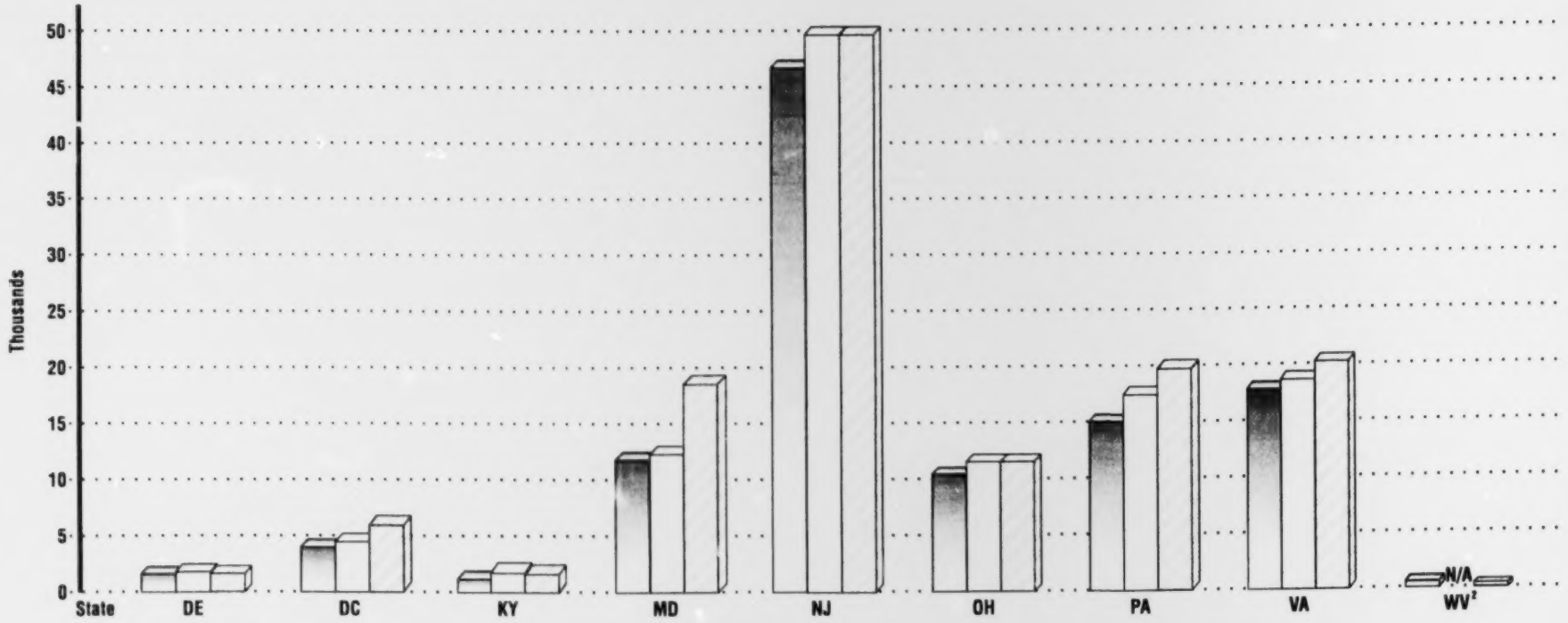
Figure 2
LEP Student Population by State
for 1992 - 1993, 1993 - 1994, and 1994 - 1995[1]



[1] 1994 - 1995 data is most recent available.

[2] Figure, from school year 1991 - 1992, is most recent available.

Figure 3
Percent of LEAs Reporting LEP Student Enrollment by State for 1992 - 1993, 1993 - 1994, and 1994 - 1995

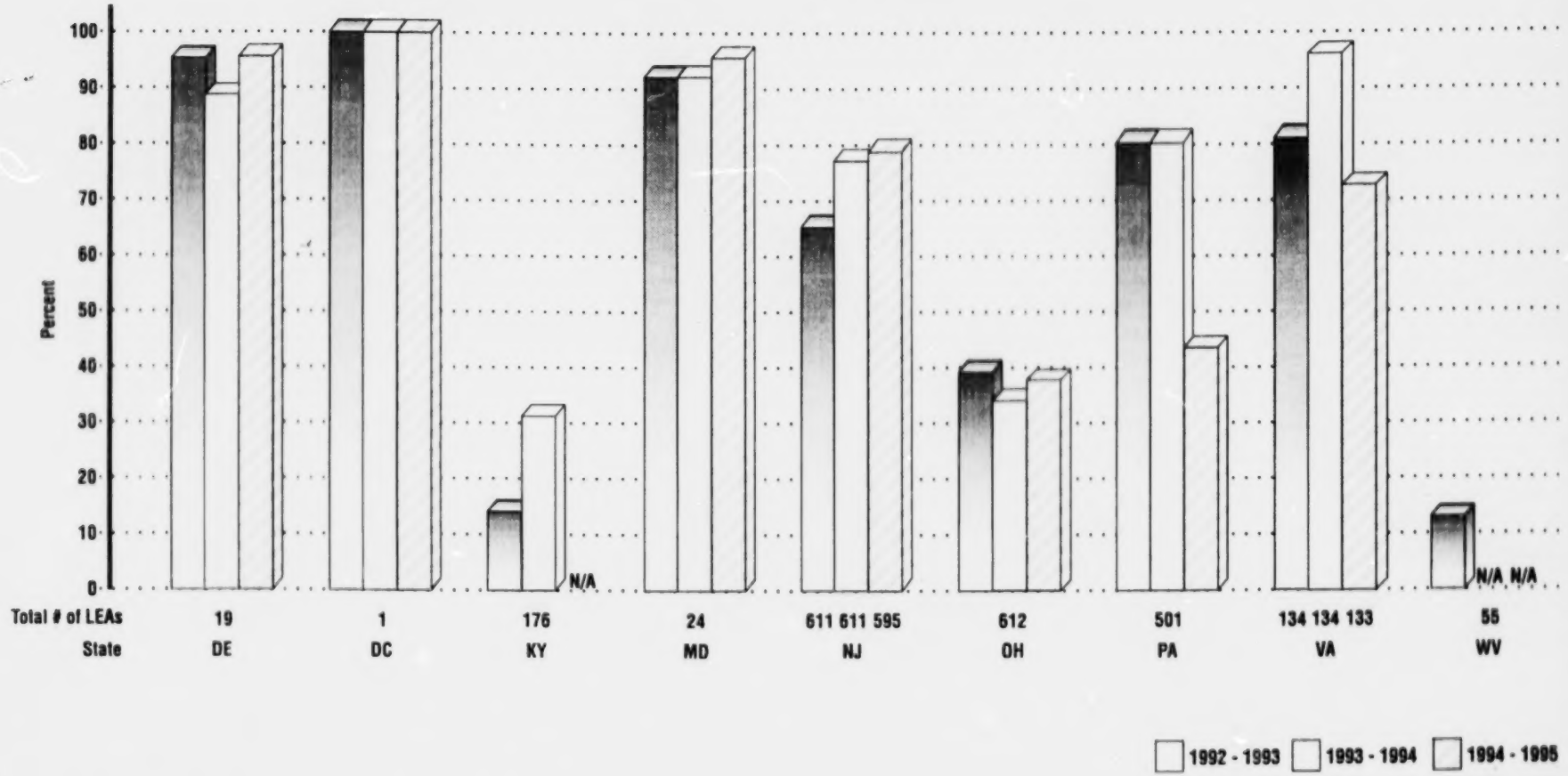


TABLE II

Number of Title VII Grants by Type and State

1995 - 1996

	TITLE VII Classroom Instructional Programs									Other TITLE VII Programs										TOTAL TITLE VII GRANTS
	Primary Clientele									Secondary Clientele										
	CSG	SIG	PEG	DBE	TBE	SAIP	AE	SPP	TOTAL CIPS	SEA	EIE	FLAG	ETP	STT	TDIP	EPI	FLW	FIR	TOTAL	
DE						1			1	1		1							2	3
DC			1	1		1			3	1	1		1			1	2	1	7	10
KY									0	1		1							2	2
MD			1	1					2	1	1					1			3	5
NJ				1					1	1	1		1			1	1		5	6
OH									0	1	1								2	2
PA		1	3				1		5		1					1	2		4	9
VA									0		1		1				1	1	4	4
WV									0										0	0
TOTAL	1	5	3	1	1	1	1	0	12	6	6	2	3	0	0	4	6	2	29	41

COMSIS Mid-Atlantic Multifunctional Resource Center

TABLE III

Number of Title VII Grants by Type and State

1992 to 1996

	Title VII Classroom Instructional Programs									Other Title VII Programs										TOTAL TITLE VII GRANTS
	Primary Clientele									Secondary Clientele										
	CSG[1]	SIG[1]	PEG[1]	DBE	TBE	SAIP[2]	AE	SPP	TOTAL CIPS	SEA	EIE[1]	FLAG[1]	ETP[1]	STT	TDIP	EPI	FLW	FIR[1]	TOTAL	
DE						3			3	4		1							5	8
DC			1	2	5	8		2	18	4	1		1	3		3	6	1	19	37
KY					3	7			10	4		1							5	15
MD			1	2		16			19	4	1			3		3			11	30
NJ				2	3	3			8	4	1		1			6	4		16	24
OH				5	5				10	4	1					3			8	18
PA		1	3	3	1	6	4		18		1					2	8		11	29
VA				3		7			10		1		1		3	3	4	1	13	23
WV									0										0	0
TOTAL	0	1	5	12	17	55	4	2	96	24	6	2	3	6	3	20	22	2	88	184

[1]Grant not available or not part of the Title VII prior to 1995-1996
[2]Includes special competitions and New Arrivals Priority Grants

This focus was implemented in all states, and resources were adjusted to reflect changing needs and build local capacity. Issues of equity were also at the center of all MRC activities. As mentioned earlier, a major training need for the states in the past few years has been to train mainstream teachers. However, administrators and other personnel who come in contact with linguistically and culturally diverse students have also required support.

Education reforms at the state and local levels combined with the directions taken by Goals 2000 and the new Improving America's Schools Act of 1994 (IASA) resulted in training activities targeted at supporting and implementing those reforms.

The MRC has worked not only with individual districts, but has also made a significant effort to collaborate with SEAs and IHEs in its training activities. As in previous years, the MRC continues to work closely with LEAs and IHEs to form consortia, and thus to combine diminishing resources with enhancing opportunities. The Washington, DC Metro Network, the Eastern Shore of Maryland Educational Consortium, the Mid-Atlantic Superintendents' Leadership Council, the International TESOL Conference and the Institute at the University of Findlay (Ohio) are all examples of dynamic MRC collaborative activities at multi-district levels. A state-by-state overview and examination of demographic trends of the Region follow.

DELAWARE

Overview

Delaware is a small state with a relatively small number of LEP students. Delaware has spearheaded the education reform movement and implemented "systemic change" by developing new curriculum frameworks under a state reform initiative known as "New Directions for Education in Delaware." These frameworks consist of four components: content standards, student performance standards, suggestions for appropriate learning events and instruction, and effective teacher practices. Also in 1994-1995, the Delaware SEA established a task force

charged with (1) developing guidelines for LEA integrated improvement planning and (2) identifying indicators that will determine LEA progress with state and federal initiatives. Delaware is also working toward a system of statewide assessments. Exit assessments consisting of portfolios and standardized tests will occur in grades 3, 5, 8, and 10. The portfolios will be piloted in Title I schools. The exit tests will be used, in part, to evaluate how well the schools are progressing in helping all of their students to meet state student performance standards.

Delaware continues to work toward the integration of language minority students into Title I. The "Unified Planning Process," part of the state reforms, requires Title I schools to evaluate current programs and to plan how to meet needs as identified by the evaluation. This type of planning represents a paradigm shift for many schools, and they will need technical assistance to accomplish both evaluation and planning. The Delaware "Unified Planning Process" requires Title I schools to begin to work systematically with language minority students, beginning with collecting and analyzing data on them. A first step will be for Title VII and Title I to consolidate their data collection. The state has also contracted the Center for Applied Linguistics for evaluation of the bilingual and ESL programs in the state in order to write recommendations for further programming and funding.

Demographics

Delaware has a relatively small LEP population of only 1,666 students out of a total school enrollment of 106,813 (less than 2 percent). Of these, 1,246 (75 percent) are being served by district LEP programs. The largest group of LEP students is located near Wilmington in the Red Clay School District. The population is primarily Hispanic, Caribbean, Asian and Middle Eastern. Both Red Clay and Milford School Districts have enrolled significant numbers of Hispanic students. School districts with high LEP enrollments include Red Clay (638), Christina (246), Indian River (139), Seaford (117) and Capital (114).

The 1,666 LEP students in Delaware represent 37 different language backgrounds. The six most commonly represented languages are Spanish, Haitian Creole, Korean, Chinese, Vietnamese, and Arabic.

Educational Conditions

Because many schools have very small numbers of LEP students, no specialized staff is available. The greatest need is to provide technical assistance and additional services in teacher training to the teachers and administrators in these schools.

Programs Serving LEP Students

Red Clay Consolidated School District has received a Title VII Transitional Bilingual Education Program (TBE) Grant for English and Spanish, which will go on until July 31, 1996. The SEA is the only other Title VII funded project in the state.

DISTRICT OF COLUMBIA

Overview

The District of Columbia is one of the most culturally and linguistically diverse cities in the United States. The public schools have identified 5,151 students (May 1995) as LEP, up from 4,436 the year before. The foreign student population comes from 148 different countries and speaks 116 languages. Non-public schools in the District of Columbia also serve LEP students, but accurate numbers and other data regarding these students are not available.

Such a diverse student population has complex cultural, linguistic, and educational needs. To meet the needs of this and other groups within the city, the school system has been undergoing dramatic restructuring over the past three years.

The District of Columbia Public Schools have been plagued by economic woes. The school system does not yet have an approved budget for the current year. Thus the school system can only plan on a day-to-day basis; daily short-falls have meant reductions in staff, shortages of books and other basic supplies, cancellations of field-trips and the inability to travel out of the city to attend professional conferences and meetings. In the most recent massive reorganization, the Language Minority Affairs Branch was eliminated, resulting in Branch tasks being divided among two departments, instruction and assessment and information management.

Demographics

The two most commonly spoken languages of the U.S. and foreign born language minority students in the District of Columbia are Spanish and Vietnamese. Many of the newcomers from rural parts of Vietnam and El Salvador are under-educated in their native language and lack academic skills. In addition, the District of Columbia is attracting a growing number of new families from other Central American countries, South America, Indochina, Asia, North Africa, and the Caribbean Islands.

Educational Conditions

The District of Columbia Public Schools (DCPS) system currently has one locally funded two-way developmental bilingual program in Spanish at Oyster Elementary School and one Developmental Bilingual Grant. While the Oyster program is well established, the DBE was met with hostility by the community and has been slow to start. Limited bilingual and native language instruction is available in schools with large populations of LEP students who speak Mandarin, Cantonese, Vietnamese or French. Almost all students identified as LEP receive ESL instruction. Additionally, those schools with large numbers of LEP students are beginning to explore various sheltered English programs.

The Language Minority Affairs Branch has been dissolved and its functions split into two departments. Intake and assessment are now with other assessment and data collection while the

instructional supervision has been consolidated with other instructional departments. Instructional services throughout the system have been decentralized as the city moves towards full implementation of site-based management with "local school restructuring teams."

Programs Serving LEP Students

There are currently a total of ten Title VII grants (not including the Evaluation Assistance Center-East) in the District of Columbia. Three are classroom instructional projects (one Program Enhancement Grant, one Developmental Bilingual Project, and one Special Alternative Instructional Projects). All of the classroom projects were awarded to DCPS. DCPS also has an SEA grant. The remaining grants are a Field Initiated Research grant and training grants (two Bilingual Education Teachers and Personnel, one Educational Personnel Training and two Fellowships).

KENTUCKY

Overview

Kentucky has a small but growing LEP population of 1,738 students (as of May 1995). In the 1994 - 1995 school year, the percentage of districts reporting LEP students doubled. The adjustments necessary to respond to this significant increase and spread of the LEP popul. ion are adding to those necessitated by KERA, the Kentucky Education Reform Act, implemented throughout the state in 1990 and which continues to change and develop. KERA has required radically different pedagogical and assessment approaches that apply to all students, including LEP students. These reforms are still being implemented.

Demographics

Kentucky's 1,738 LEP students are concentrated in Boone and Jefferson Counties and, to a lesser extent, in the Bowling Green/Warren County, Elizabethtown and Lexington areas. The rest of the LEP population is spread thinly throughout the state, with perhaps one or two students per school, often in very rural areas. In the first part of the 1995 - 1996 school year,

Jefferson County, Bowling Green, and Warren County school districts were showing renewed rapid growth in their LEP population. Jefferson County is receiving eight new LEP students per week, mostly Spanish speakers from Cuba being resettled by various church and charitable organizations. Bowling Green and Warren County are also receiving several new students each week, again mostly Spanish speakers attracted by the strong economy in the region.

Available data indicate that, in May 1995, Vietnamese was the most common language of the LEP population in the state (approximately 24 percent). The second most common language was Japanese (approximately 20 percent) followed by Spanish (approximately 16 percent). The remaining 40 percent of the population spoke over 50 different languages from Eastern and Western Europe, as well as all parts of Asia and Africa. All of these other language groups, however, were represented by fewer than 100 students, the majority by ten or fewer.

Educational Conditions

It is anticipated that the changes generated and implemented as a result of KERA will have an impact on LEP populations; educational strategies, process writing, journals, and portfolios, which are recommended for LEP students, are now being instituted for all students.

Limited professional resources are spread very thinly, with trained ESL staff frequently covering many schools over a large region. Since many schools do not have enough students to justify ESL staff, the MRC has been working with the State Education Department to help it reach its professional development objectives.

Programs Serving LEP Students

Kentucky has two Title VII grants, one Foreign Language Incentive Program and one to the SEA.

MARYLAND

Overview

Maryland's LEP population has grown quite significantly over the last year, representing nearly 3 percent of the total student population in the state. Numerically, the overall LEP student population in public schools has grown from 13,951 to 18,505. In October, a new Title VII SEA representative was appointed. The SEA reported in November that there were 144 languages represented in the 24 school districts of Maryland. The state took several initiatives to increase collaborative efforts: within the state, between Title VII and Title I; on the regional level, with Kentucky (especially in the area of ESL instruction for rural school districts); and, using the services of the MRC, linking with other states to try to streamline reporting procedures regarding multilingual/multicultural student populations.

In the area of instruction, Maryland is planning to pilot a dual language program for an elementary school in Baltimore County. The Maryland legislature held hearings in March to consider Senate Bill number 260, "English Language Formal Recognition," also known as the "English Only Bill." Bills pending also included "Encouraging Citizenship," which is supported by the Governor's Group for New Americans, and one proposing increasing the LEP student appropriation to $800 per student, starting in 1995 (the current appropriation is $500 per student). In FY96 the amount of appropriation for instruction of LEP students will be based on the LEP student count in FY94. Maryland also participates in the national trends for downsizing and reorganization, assessment and proficiency testing (the SEA is addressing disparities among the counties' LEP assessment procedures by recommending various assessment tools to LEAs), integration of services, and collaboration across programs.

Maryland Functional Tests continue to have a sizable effect on LEP students at the middle and high school grades. These students must pass the tests in order to graduate from high school, but, as with all LEP students, it may take several years for them to "catch up" to their non-LEP

peers and be able to succeed on the tests. However, special preparation for the tests is provided. Also of concern is the English Only legislation that was recently vetoed by the Governor but which clearly had considerable legislative support.

Demographics

Of Maryland's 24 school districts, only one (Garrett County) reports no LEP students. The largest concentrations of LEP students remain in the suburban areas adjacent to Washington, D.C. The two counties with the largest LEP populations are Montgomery County (9,880 LEP students, a 40 percent increase over last year) and Prince George's County (4,473 LEP students, an increase of nearly 34 percent over last year). Both counties have seen vast increases, with Montgomery registering 2,864 and Prince George's 1,125 new LEP students during the year.

The next largest concentration of LEP students in Maryland is in the Baltimore area, with the city having 440 LEP students, slightly down from last year's total number of 462, and the county showing a small increase from 1,310 LEP students to 1,385. But this slight increase or decrease is deceiving since Baltimore City registered 163 new LEP students and Baltimore County registered 516 during the year -- requiring a full range of services. Other counties with significant LEP populations include: Howard County (638), Anne Arundel County (423), Washington County (213), Frederick County (145) and Harford County (104).

The Eastern Shore area has been undergoing significant demographic shifts as well, and LEP students are appearing in slightly larger numbers in Wicomico (150), St. Mary's (98), Charles (79), Caroline (74), Carroll (69), Worcester (60), Cecil (59), and Kent (50) counties.

Out of 382 non-public schools responding to the SEA survey, only 25 reported LEP students, with a total of 187 LEP students (113, or almost two thirds, in Montgomery County).

Educational Conditions

While the student population of Maryland varies considerably, the results of standardized tests have shown a very high success rate across the board. Urban Baltimore students (LEP and mainstream), however, did poorly in the mathematics functional tests.

The range of academic performance for LEP students is quite broad; their academic success tends to reflect their educational and social backgrounds and requires a broad diversity of programs, from ESL programs to enrichment to basic literacy.

The Eastern Shore of Maryland has developed a consortium through Title VII that is training teachers to work with the migrant and other language minority students of the area. The Baltimore City Schools' ESL Department has worked intensively with curriculum content and with ESL teachers, especially for math and science. The results of functional tests, in general, demonstrate the need for work in this area.

The formerly Title VII program in the Harford County area has been institutionalized and continues working with teams which include reading specialists and ESL teachers. Howard County has also worked to develop ESL support.

Programs Serving LEP Students

There were seven Title VII grants in the state of Maryland. Five were Classroom Instructional Program grants; four were Special Alternative Instructional Programs and one was a Developmental Bilingual Program. However, all four SAIPs terminated in 1995. The SEA has a grant and one IHE has an Educational Personnel Training grant (in Mathematics and Science).

NEW JERSEY

Overview

During the past several years, the SEA has found it necessary to restructure and reorganize in response to political and fiscal restraints. Organizational changes within the state created initial uncertainties about the status and programs for LEP students but these problems seem to have abated. The successful merger which established the Office of Bilingual Education and Equity Issues has broadened the objectives and scope of bilingual education and enabled the director to work with sister agencies within the State and with technical assistance agencies outside the state. The Strategic Plan for Systemic Improvement, currently in draft form, broadly represents the state's regional, racial, ethnic composition and educational organization. The plan guarantees equity for LEP students and continued staff development and training for a five year period beginning in 1996.

Demographics

The New Jersey school enrollment was over 1.1 million students. Of this total, over 36 percent represents minority and immigrant enrollment. Immigrant students come from 129 countries. There has been a steady increase yearly in an overall geographic spread. In areas which were once primarily Asian, there are now LEP students of Hispanic background, which requires that teachers have some training in cross-cultural instruction. School districts must redouble their efforts to train an even greater number of professionals and paraprofessionals. Overall, Spanish remains the dominant language, with students coming from Puerto Rico, Cuba, the Dominican Republic and Columbia primarily. However, there are 147,000 students from 21 Hispanic countries. The five northeastern counties of Essex, Hudson, Passaic, Bergen and Union City are more heavily impacted with Hispanics. In addition to Spanish, Portuguese, Gujarati, Korean, Vietnamese, Japanese and Arabic are dominant languages in the area. As mentioned last year, there are also pockets of Russian and Polish speakers in a number of districts.

The complexity of the population and programs in the state is exemplified in Bergen County, where, in the Garfield School district, three types of part-time bilingual program models are serving three language groups: Polish, Spanish and Macedonian.

Educational Conditions

Ninety-seven school districts have full- or part-time bilingual programs; 178 school districts have ESL programs and 232 school districts have English language services. These programs are allocated based upon the numbers of LEP students in a given district. The Office of Bilingual Education approves a variety of full-time program models and part-time program models as appropriate to the population. Staff development is geared wherever feasible to train ESL/bilingual and mainstream teachers in all of the counties.

Programs Serving LEP Students

There were two funded Title VII Classroom Instructional Programs in 1994-1995: a Special Alternative Instructional Program (SAIP) in its third year in Newark, and a newly funded Developmental Bilingual Education grant in Englewood. Two Educational Personnel Training (EPT) grants and one Fellowship program are also being funded at two local universities. New Jersey is also a recipient of an SEA grant and of the Emergency Immigrant Education Program grant now listed under Title VII.

OHIO

Overview

Since 1986, Ohio has seen large increases in the LEP population. From approximately 6,000 LEP students reported in 1986, the number has jumped up to 12,627 LEP students in 1993-1994. Many of the students are recently arrived refugees and other immigrants.

Approximately 50 percent of the LEP population is Hispanic. Other ethnolinguistic groups with large concentrations of students include Asian/Indochinese, Arabic speakers, and Eastern

Europeans. There are increasing numbers of students from the former Soviet Union and Ethiopia in the school districts of Columbus and Cleveland.

To stimulate local school improvement, Ohio has adopted a framework entitled "Ohio Statewide Commitment for School Renewal," based on the development and flexibility of new systems and structures that emphasize: (a) high performance teaching and learning, as demonstrated through teacher facilitation of group processes and student construction of knowledge, thus creating a positive learning environment and encouraging students to develop intrinsic motivation to learn; (b) school-community collaboration, which aims to link parents, educators, students, and others into learning communities and to identify and integrate all available community resources to support learning; and (c) a sustained professional development infrastructure that builds on collegial networks for sharing expertise.

A revised draft set of state Pre-K - 12 learning standards has been developed by the SEA with assistance from a broad-based advisory board. Public comment and legislative approval processes will mean that the new standards may not be fully implemented before spring 1997. In the meantime, districts will continue using the 1983 standards and competency-based education guidelines. Presently, students are tested with statewide proficiency tests in reading, math, science, citizenship, and writing in grades 4, 6, 9 and 12. Passing the 9th grade test is required for a high school diploma. LEP students are permitted to use dictionaries and to have extra time during state proficiency tests; seniors who have not passed the tests may also take the tests orally. In revising the Ohio draft on the core standards relating to measurement, assessment and validation of learner performance, the Learner's Outcome Panel, encouraged by the Lau Center, made the revised standards sensitive to the special needs of language minority students, specifying entry and exit criteria for alternative programs, and designing and implementing assessment systems which are sensitive to linguistic and cultural diversity. The

school districts are to ensure that the curricula provide flexibility to address the "breadth, depth and pace of language development and learning."

Demographics

The Ohio SEA reports that in 1993-1994 there were 12,627 LEP students in 224 of the 612 Ohio public school districts, a number representing a nearly 10 percent increase over the 1992-1993 school year. The number of school districts reporting LEP students, 224, is down from 236 the previous year. However, this is most probably an artifact of the collection process, as a number of districts had not yet reported to the SEA at the time of this writing. In 1993-1994, 9,695 LEP students were enrolled in instructional programs specifically designed to meet their educational needs; 2,932 LEP students in public school were not enrolled in such programs.

Many districts find that their LEP students need intensive academic support. Akron has a large refugee group from Vietnam, Cambodia and Laos. These are "at-risk" students, with little or no English, whose parents lack formal education, and who receive public assistance. Youngstown, with one of the highest unemployment rates in the nation for adults and youth, has a large Hispanic LEP population. Cincinnati is a resettlement site for Cambodian refugees under the Cambodian Cluster Project.

In 1993, Columbus had an eligible immigrant LEP population of approximately 679 from 52 nations, the largest group from Southeast Asia (273). Cleveland had approximately 778 eligible immigrant students from 58 nations, the largest group from Eastern Europe (246). These figures for Columbus and Cleveland do not represent the total number of LEP students within the school population, but only "Eligible immigrants" under the Emergency Immigrant Education Assistance Program. Thus this figure does not include native-born Puerto Rican or Mexican American LEP students or other immigrants.

Educational Conditions

The three overriding issues for the SEA in Ohio are proficiency testing, school improvement and restructuring. All high school students, including LEP students, must take the proficiency tests unless they are granted a temporary waiver. Although there may be a waiver for first-level ESL students, all must pass the ninth grade proficiency test by the end of twelfth grade to receive a "regular" high school diploma. The twelfth grade proficiency tests, used by most districts as one of the criteria for a diploma of commendation, were administered to all eligible 12th grade students in February 1995. In addition, a fourth grade test was field-tested in the spring of 1995; the sixth grade test, field-tested in the spring, is scheduled to be administered in March 1996. The fourth and sixth grade tests are used to identify students who will need intervention in the subsequent grades; they are not used for grade promotion purposes.

The Ohio State Ninth Grade Proficiency Tests have had a great impact on LEP students in the state. Students are tested in math, reading, writing and citizenship. A science test was added in 1994.

Efforts are currently underway by the Lau Resource Center to promote "multicultural education" around the state. State guidelines are being drafted, and efforts are being made to coordinate multicultural education with ESL. The impact that this will have on the education of LEP students is not yet evident.

A great deal of restructuring is currently underway at the Ohio State Department of Education. The Lau Center, no longer designated as part of EEO (Equal Educational Opportunities), now falls under "Student Development", and the Lau Center title has been modified to read "Lau Resource Center for ESL and Bilingual and Multicultural Education." The Student Development division includes departments such as "Career Development", as well as "Guidance Counseling and Development", and "Prevention, Health, and Family Involvement". This means that the

Director of the old EEO has increased responsibilities, beyond the Lau, Effective Schools, Equity and Urban Programs.

School restructuring has been aided by grants designated by the Governor. These "Ohio Venture Capital Grants to Restructure Schools" are set at $25,000 per school for five years. The grant proposals must address school improvement issues, including teaching and learning, staff development, assessment, governance, and organization, with an emphasis on professional development. They must be based upon an existing model (e.g., North Central Schools, Comer Model, Coalition for Essential Schools) and must demonstrate that they have community and school staff support.

Programs Serving LEP Students

Three LEA Title VII projects were operating in 1994-1995, two of which were Special Alternative Instructional Programs, and one a Transitional Bilingual Education Program. All three, however, terminated this year. As in previous years, the SEA also has a Title VII grant.

PENNSYLVANIA

Overview

There has been a steady increase in the LEP population in Pennsylvania over the years. Latest demographic data (1994-95) indicates an increase of approximately 2,000 students from 17,290 to 19,872 students, according to a demographic survey from the state. The distribution of LEP students continues to be both rural and urban. As a result, many districts in Pennsylvania need services for LEP students. While most of the LEP students are Spanish-speaking, there is also a broad diversity of languages and cultures, including Korean and Southeast Asian languages. Russian, Serbo-Croat and Bulgarian speakers represent a new presence in the state, especially in the Philadelphia area, as those populations leave war-torn areas of middle Europe.

Demographics

As in other states in the region, Pennsylvania has an LEP student population in both urban and rural areas. State data indicate that almost 50 percent, or 221 of the 501 districts in the state have LEP students. Each of the districts has some kind of program to serve the students. The programs may range from school-based ESL teachers to itinerant teachers; some intermediate units serve multiple districts in more rural areas where the numbers remain small while other districts rely on volunteer literacy programs.

Pennsylvania also has a large rural migrant population, of which 90 percent are Hispanic from Florida, Mexico and Texas, but with an increasing number of Vietnamese and Cambodian migrant workers. The Pennsylvania Migrant Education program currently serves some 8,000 migrant students. With a new Federal impetus to work collaboratively, the MRC has been involved in finding ways of working with the Migrant population who are LEP.

Educational Conditions

The largest educational shift has been the continued movement toward performance-based standards, curriculum regulations, and statewide assessments in reading, writing and mathematics. By state regulation, Pennsylvania will, by 1999, have performance-based assessment in place. Certification and placement of trained teachers in ESL or in bilingual education remains an issue. There has been interest at the state level in voucher programs and in the establishment of charter schools. Site based management has been a general trend. This movement toward school-based control rather than central services is most apparent in the larger cities of Pittsburgh and Philadelphia. Philadelphia, currently restructuring, has improved goals and objectives for their Spanish magnet school, improved in their selection of appropriate materials and in greater attention to staff development. In rural areas there is a continuing need for ESL teachers for whom training must be provided on site.

Programs Serving LEP Students

Most programs are ESL-oriented. The Title VII projects in Pennsylvania include two Special Alternative Instructional Program grants, one of which is an intensive summer school program, a Developmental Bilingual Education Program grant at the middle school level, and an Academic Excellence Program. In addition, there are two training Fellowships. The SEA does not receive a Title VII grant but there is an Emergency Immigrant Education Program grant under Title VII.

VIRGINIA

Overview

Virginia has had a steady increase in its language minority population, which has, over the past decade, grown from just over 10,000 students to the current total of 20,096.

Demographics

The largest concentration of LEP students remains in northern Virginia, especially Fairfax and Arlington counties, and Alexandria City. These areas are located near Washington, DC, and contain 75.9 percent of the state's LEP population. The next largest populations are in the Tidewater and Richmond areas, with 9 percent and 6 percent respectively.

Virginia's LEP population is highly varied in countries of origin and educational backgrounds. There is little change in the major language groups: Spanish (48.9%) and Vietnamese (12.1%) predominate; Korean (6.8%), Chinese (3.5%), Urdu (3.4%), Tagalog (3.2%), Persian (2.3%), and Khmer (2.2%) with middle European languages are beginning to emerge. In all, there are now over 100 language backgrounds represented by students in Virginia.

Many more school districts in Virginia are reporting LEP students for the first time, repeating the demographic pattern seen in the rest of the region. In 1989, 64 percent of the districts reported ESL students. That number has now risen to 96 percent.

Educational Conditions

As the population continues to grow, teacher training needs in both urban and rural areas have increased as well. The SEA has been involved in trying to meet some of the training needs, especially for districts that have never had LEP students, by offering courses through distance learning. In addition, there are migrant students, especially in the Shenandoah and Eastern Shore areas who are on a very different calendar of activities and require special summer programs and services. The SEA office has been downsized considerably and the need for training remains acute. The annual state sponsored ESL conference in Virginia was taken over by a newly organized Virginia ESL Supervisors Association who are moving forward to address these needs through a renewed staff training conference in Williamsburg. The MRC has worked this year with ESCORT, the Migrant Program Coordination Center, in presenting staff development workshops for teachers in the Virginia Eastern Shore region.

The state is undergoing changes under a new governor who is opposed to many of the earlier reform efforts. Assessment is a major issue as is the question of block scheduling. There has been coordinated effort with Title I and there is an assessment need under Title I for LEP students.

Bilingual education programs have continued to be popular in Northern Virginia, where some schools have developed partial immersion bilingual programs. Many schools in the same region have developed special innovative and effective programs of ESL in the content areas. In the rest of the state, however, bilingual programs do not exist and even ESL services are minimal.

Programs Serving LEP Students

The SEA has continued to provide an opportunity to those who serve LEP students to remain informed and to network. The larger school districts in northern Virginia have well-developed programs. However, the rest of the state still needs to develop services. There is a total of five Title VII projects this year, three Classroom Instructional Programs (one Developmental

Bilingual Education grant and two Special Alternative Instructional Program grants) and two training grants (one Educational Personnel Training and one Fellowship). All of the grants are located in northern Virginia.

WEST VIRGINIA

Overview

West Virginia has a small limited English proficient student population scattered throughout the mostly rural state. This complicates provision of services, and most LEP students are served by a reading specialist, speech therapist, resource teacher or other teacher who may have had some course work related to ESL methodology, some in-service training, or no special training.

Demographics

The most recent figures available, 1994-95, indicate that the total school enrollment was 311,008. The most recent enrollment figures for limited English proficient students date from 1991-92; there were 304 LEP students reported in the state. At that time, LEP students were rather evenly distributed between the secondary and elementary grades. The largest language group represented in the state was Spanish at 39 (14%), followed closely by Chinese (Cantonese and Mandarin) at 30 (11%), Arabic at 28 (10%), Asian subcontinent (Hindi, Urdu, etc.) at 26 (10%), and Japanese at 25 (9%). While an accurate count has not been made since that time, anecdotal information from the SEA and from LEAs calling the MRC for assistance seem to indicate that the number of LEP students has increased, as has the number of districts enrolling LEP students.

Kanawha County and the eastern panhandle of the State appear to have the largest concentrations of LEP students, with Harrison County and other districts anticipating the arrival of many

students as federal government offices and private corporations are relocated into the region (e.g., the FBI fingerprint center).

Educational Conditions

West Virginia University currently offers teacher training courses that address English language instruction, but the focus is on adult ESL methodology. During the 1992-1996 contract, the West Virginia SEA did not have a Title VII grant and is not currently collecting data on limited English proficient students statewide.

MRC services in West Virginia have included telephone discussions with the SEA concerning trends in the state, as well as telephone consultations with LEAs who have requested information. A package of materials on working with LEP students was developed and sent to several LEAs who received their first LEP students during the past year.

Programs Serving LEP Students

During the contract period, there were no Title VII grants in West Virginia, and only minimal services are available to LEP students in the state. Kanawha County, which includes Charleston, has two itinerant ESL teachers that serve students in schools scattered throughout the county. The SEA continues to act as a central point of contact in the state and provides the LEAs and individual teachers with resources from a lending library upon request.

1.2 SUMMARY DESCRIPTION OF MRC SERVICES AND ACTIVITIES

The COMSIS MRC has strived to provide its clients with as much customized service as possible. The diversity of the Service Area is reflected in the variety and flexibility of MRC services. Services vary in type and content, and are flexible in design, delivery and types of participants. This variety demonstrates the responsiveness of the MRC in meeting the training needs of its clients and the changing educational conditions of the region. Highlighted in this summary are the following tasks: Outreach and Coordination, Training and Technical

Assistance, and Staff Development.[1] A computer generated Summary Report of Training and Technical Assistance for the contract period, October 1992 - March 1996 is attached as **Appendix A** of this report.

1.2.1 Outreach and Coordination

Outreach and Coordination Activities are divided into four subtasks: the Annual Regional Coordinating Meeting with the SEAs, the Annual Regional Conference, Services to Educational Administrators and Other Outreach and Coordination Activities with the Title VII network, Chapter 1/Title I, Safe and Drug-Free Schools and Communities, Indian Education and Migrant Education technical assistance centers.

SEA Coordinating Meeting

The Annual Coordinating meeting, held in November of 1994, was an immense success, with most of the nine SEA coordinators eagerly comparing and contrasting issues and problems from their respective states. The MRC director and staff met with the SEAs as a group and individually to discuss the needs in their states, for coordination of services, and to negotiate the Letters of Agreement.

Regional Conferences

The Annual Regional Conferences were held every year except during the contract extension period, 1995-1996. In 1993 and 1994, the conferences were held in conjunction with the SEA Coordinating Meetings. At the conferences, participants had the opportunity to address many of their concerns about the sweeping educational reforms, obtain information and meet with MRC staff. Title VII project directors also had the opportunity to discuss their needs and training agenda. Project directors from the Mid-Atlantic region attended, as did representatives

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[1]Unless otherwise noted, all numbers and descriptions of MRC services in this report are for the entire contract period, October 1, 1992 to March 31, 1996.

of the National Goals Panel, the US Department of Education and OBEMLA, Migrant Education programs, the Evaluation Assistance Center, the Mid-Atlantic Equity Consortium, Regional Centers for Drug-Free Schools and Communities, and Chapter 1/Title I Technical Assistance Centers. Local districts were invited to send as many participants to the informational sessions as they wished.

Services to Educational Administrators

In contract year 1994-1995, the MRC had numerous contacts with administrators, and assisted them in reaching out to others. Much of this was in connection with the Mid-Atlantic Superintendents' Leadership Council activities and planning related to these activities. The MRC worked on expanding the participation of superintendents in the Leadership Council to increase awareness, enhance knowledge and augment support for programs for LEP students. The MRC also expanded its efforts to include other administrators in its training and technical assistance activities. **Appendix B** includes MRC activities with Superintendents' Leadership Council, as well as the programs for the three Superintendents' Institutes.

Other Outreach and Coordination

Major outreach and coordination efforts included increased contacts and coordination of services with Title I and Migrant programs, in anticipation of full implementation of the Improving America's Schools Act, which has combined technical assistance to most of its funded programs. The MRC also met with several consortia, among them the Metro Network of the Washington area and the Eastern Shore of Maryland Educational Consortium. In addition, several of the SEAs are engaged in statewide network efforts, and the MRC has been an integral part of networks in Kentucky, Ohio and Virginia. These outreach activities help assure that potential clients are in contact with and utilize the services of the MRC.

1.2.2 Training and Technical Assistance

The training and technical assistance provided by the MRC can be viewed in three dimensions: content areas, types of services, and types of participants served. Each dimension will be summarized below.

1.2.2.1 Content Areas of Training and Technical Assistance

Major Training and Technical Assistance

The content area classifications of training and technical assistance used by the MRC include classroom and administrative concerns. **Figure 4**[2,3] shows the topics of training or technical assistance. **Table IV** shows the number of services, Major Training and Technical Assistance and Quick Action, by state. The largest area of assistance was in Methods of instruction, representing 88 of 376 services or almost one-fourth of all services. This reflected the increasing numbers of school districts and teachers receiving LEP students. The second largest area, "Other" (85 services), was indicative of the individualization necessary to meet the needs of clients in the mid-Atlantic region. Reflecting the MRC emphasis on provision of technical assistance to build capacity and on facilitating the changes made necessary by the Improving America's Schools Act, 62 of the 359 training and technical assistance services, over 16 percent, were focused on planning. The next largest groups were "curriculum/instructional materials" (38), Theory/Research to Practice (36) and Program Design (28).

The distribution of major training and technical assistance services across the region closely paralleled the distribution of grants. **Figure 5** shows the percentage of Classroom Instructional Program grants each state received and the percentage of services provided by the MRC in the Mid-Atlantic region. The states with the highest percentages of grants, Maryland (19.8%), the

[2]Tables III - VI and Figures 4 and 5 include activities performed under Tasks 3.3, 3.4, 5.1, 5.2 and 5.3. Data for each individual task are included in **Appendix A**.

[3]Sums across tables and figures may not match due to discrepancies in data entry.

Figure 4
Content Area of Technical Assistance and Traning
1992 to 1996

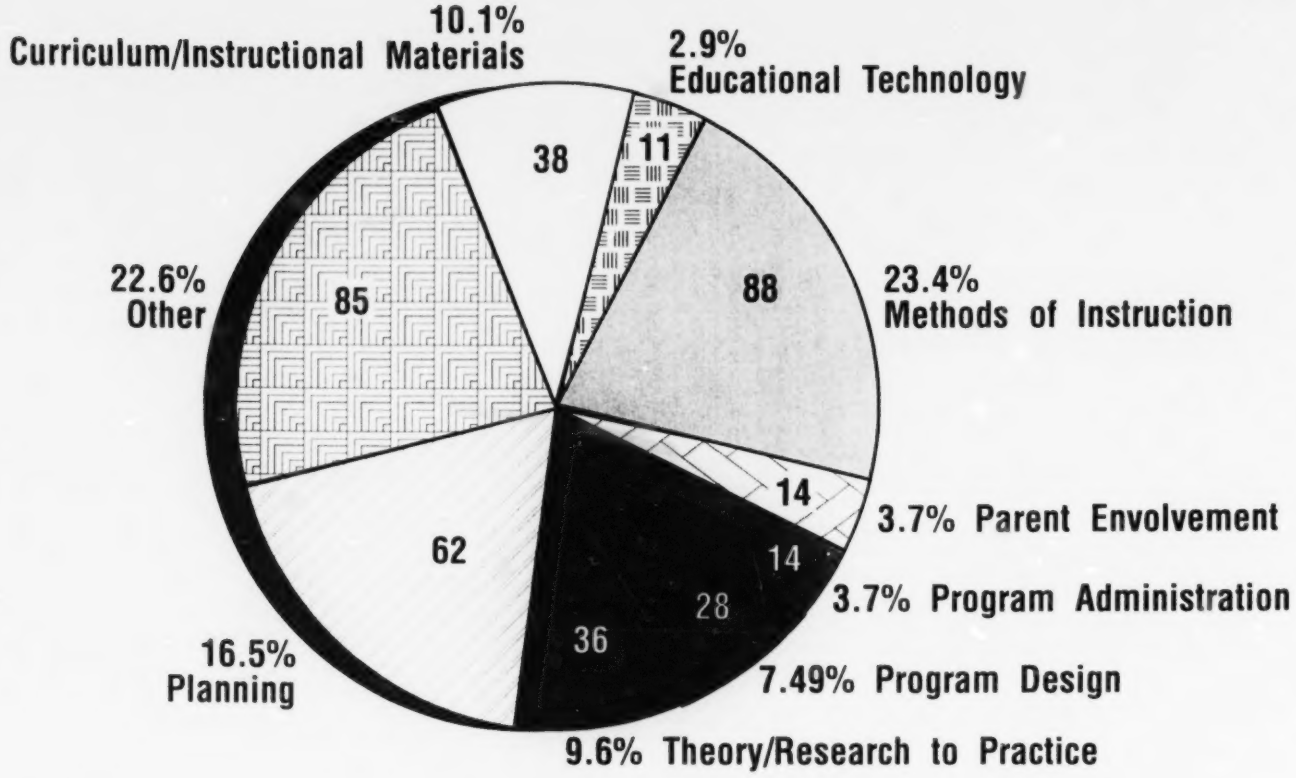


TABLE IV

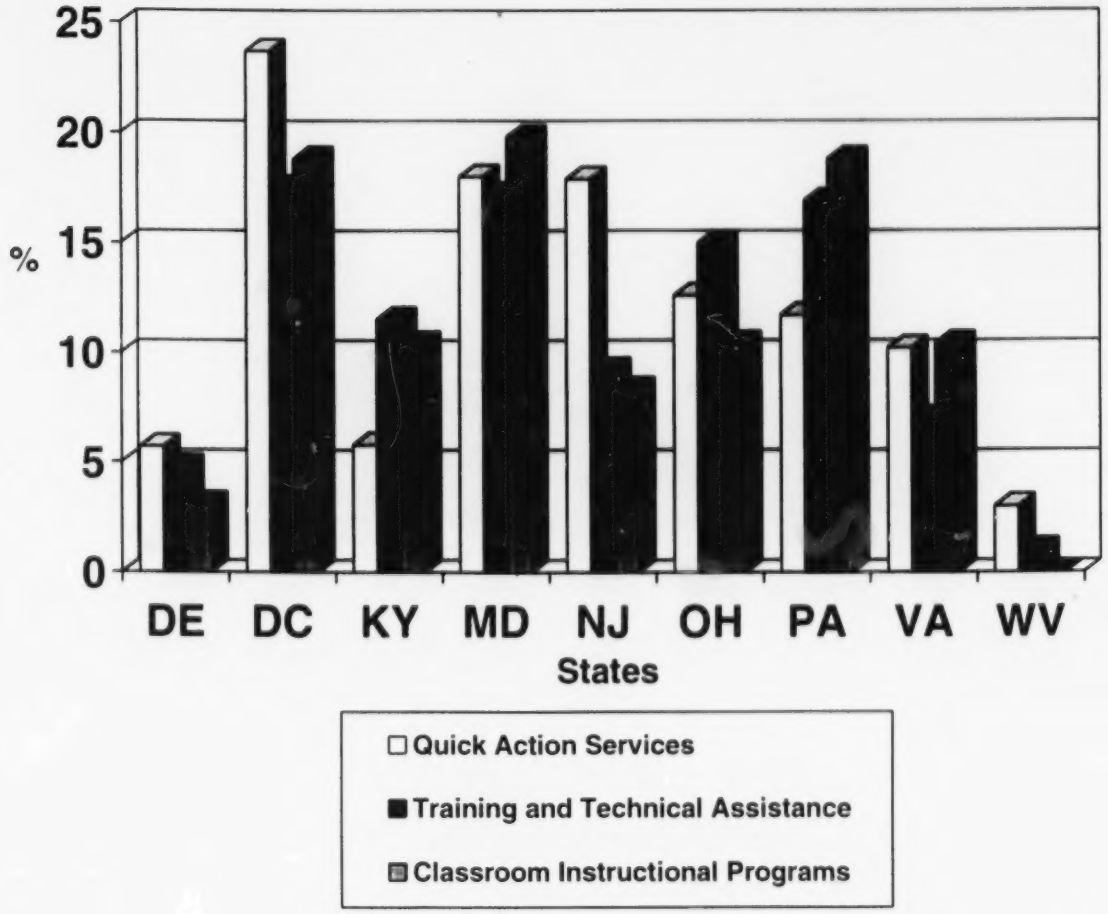
Technical Assistance and Training and Quick Action Services by State

1992 to 1996

SERVICE AREA 3	Major Training and Technical Assistance	Quick Action Services	TOTAL
DE	**15**	**199**	**214**
DC	55	824	879
KY	**36**	**202**	**238**
MD	54	625	679
NJ	**29**	**320**	**349**
OH	47	437	484
PA	**53**	**405**	**458**
VA	22	355	377
WV	**3**	**104**	**107**
OTHER	62	673	735
TOTAL	**376**	**4144**	**4520**

COMSIS, Mid-Atlantic Multifunctional Resource Center

Figure 5
Percent of MRC Services and Classroom Instructional Programs in the Mid-Atlantic Region by State 1992 to 1996



District of Columbia (18.8%) and Pennsylvania (18.8%), received the highest percentages of training and technical assistance in the region (17.2%, 17.5% and 18.8%, respectively). The states with the lowest percentages of grants New Jersey (8.3%), Delaware (3.1%) and West Virginia (0.0%) received the lowest number of services (9.2%, 5.7% and 1.0%, respectively). This reflects the degree to which the MRC was able to meet the contract provisions calling for Title VII funded CIPs to receive higher levels of priority.

Quick Action services numbered 4144. (See **Table IV**) The distribution of these services across the states roughly paralleled that of training and technical assistance services, and Quick Actions were in approximate proportion to the number of grants in each state. The slightly higher number of services in the District of Columbia (23.7%) reflected the presence of OBEMLA and many other agencies and centers in the city. A number of Quick Action (673) and training and technical assistance services (62) were performed in "other" states. This other category included presentations at national conferences such as the OBEMLA Institute/NABE Conferences in California, Arizona, and Florida. Also included in this category are training and technical assistance services performed for OBEMLA, for our sister agencies (e.g., other MRCs, EACs, NCBE, Desegregation Assistance Centers) and for various consortia and certain multi-state associations (e.g., the Metro Network, WATESOL, AASA).

1.2.2.2 Types of Services

Tables V and **VI** describe various aspects of MRC training and technical assistance activities. The upper section of Table V shows that two-thirds of the MRC services were initial services, with the remainder following up previously delivered services. An initial service could refer to an activity with a client never before served as well as to an activity on a new or different topic with a previously served client. The lower section of Table V shows that over half of MRC services (211) were conducted for single school districts, while the remainder of the training and technical assistance services were evenly distributed between national, state/regional, and

TABLE V

Technical Assistance and Training
by Initial - Follow-up Activity / Type of Activity

1992 to 1996

INITIAL - FOLLOW-UP	TOTALS
Initial Activity	244
Follow-up Activity	**120**

TYPE OF ACTIVITY	TOTALS
National Activities	52
Statewide/Regional Activities[1]	**57**
Multidistrict Activities	44
Single District Activities	**211**

[1] Data collection category was changed from "Regional" to "Statewide" October 1, 1993

TABLE VI

Mode of Service

1992 to 1996

Coordination -	**67**
Assistance to Administrators	**27**
Other Outreach and Coordination	**40**
Quick Action -	**4134**
Technical Assistance -	**116**
Consultation	**37**
Planning	**59**
Other	**20**
Training -	**218**
Core Workshop	**137**
Speech	**5**
Topic Sequential Workshop	**32**
Exchange	**4**
Other	**40**
TOTAL	**4,535**[1]

[1] Some activities under coordination are also included as topics under Technical Assistance or Training.

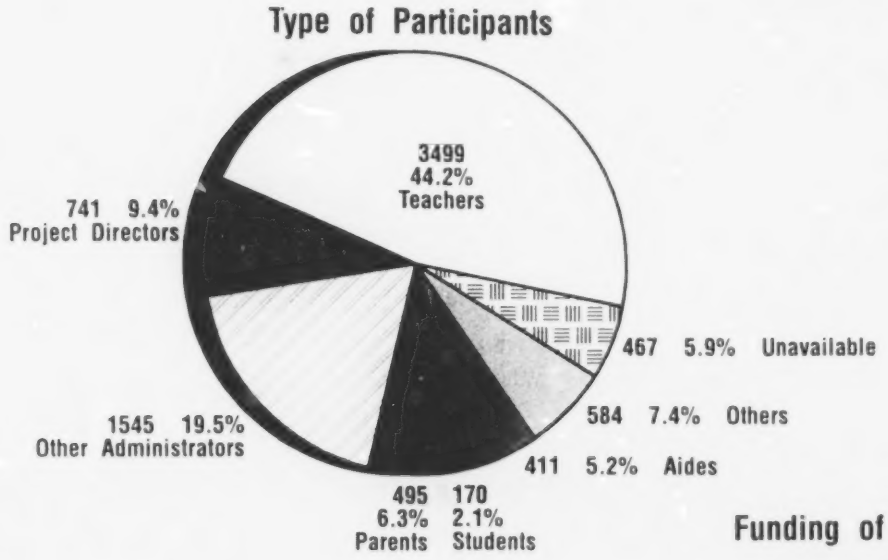
multidistrict events. This allowed the MRC to reach both Title VII and non-Title VII audiences in a cost effective way. Services at national and regional forums allowed the MRC to reach out to a wider audience.

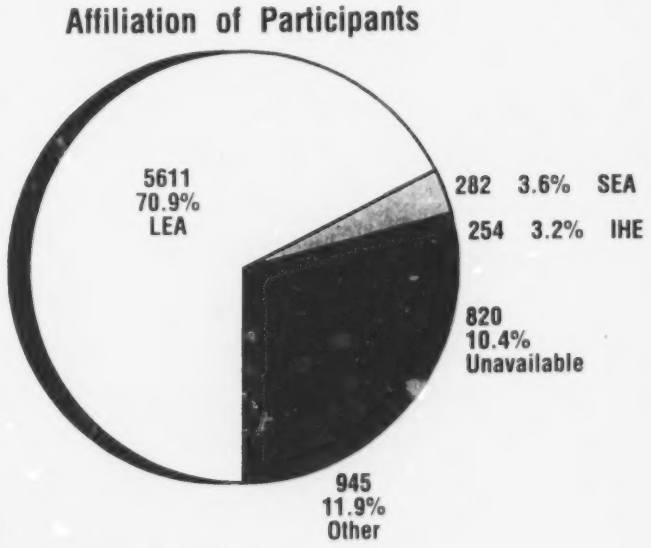
Table VI shows the mode of service provided by the MRC. Quick Action responses, responding by telephone, fax, mail, in person or via electronic mail (e-mail), were, by far, the most common type of service provided (4134). This allowed the MRC to provide a wide range of services across all nine states in the Mid-Atlantic region in a cost-effective manner. Following this is training delivered by MRC staff and consultants (218 sessions), reflecting the high level of service provided by the MRC. Other types of services which were provided included technical assistance (116 instances) and coordination (67). Closer inspection of the table shows that the highest sub-categories are "core workshop" (137), "planning" (59), and "other" training (40). These numbers represent the emphasis that the MRC put into working with clients to help assure both appropriateness of services and capacity building. There were also 40 "other outreach and coordination" activities, reflective of the efforts made to reach out to new clients and work with other service providers (e.g., Chapter 1/Title I, Migrant Education, Drug Free and Safe Schools and Communities, and other technical assistance centers in the region).

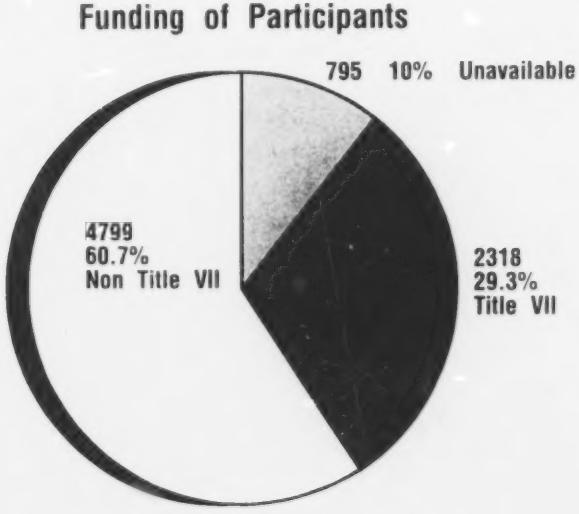
1.2.2.3 Participants in MRC Services

Participants at MRC activities were asked to identify themselves in various ways on the Workshop Feedback forms and on sign-in sheets. In some instances, when the MRC service feedback forms and sign-in sheets were not used, the information was estimated by the service provider. **Figure 6** shows the number, funding, whether or not the participant is a recipient of Title VII funding, type, and affiliation of participants at MRC activities. The largest group of participants (3499) were teachers, and over one-fourth (2286) were project directors or other administrators. The MRC has responded successfully to the need to include administrators in

Figure 6
Number and Percent of Participants in Training and Technical Assistance by Funding, Affiliationand Type
1992 to 1996







N = 7912

MRC activities. Parents, aides or instructional assistants, students and "others" also participated in MRC activities.

The next category is the affiliation of participants. As expected, over 70 percent or 5611 of the participants were affiliated with an LEA. The next largest identified group was SEAs (282). The "other" group (945) includes OBEMLA personnel, staff from sister agencies, non-public school staff and staff of various associations and organizations.

The final section of Figure 6 shows the number and proportion of participants working in programs funded under Title VII. Almost one-third of the participants were in Title VII funded programs.

1.2.3 Staff Development

MRC staff participated in many regional and national conferences both as presenters and as attendees. Participation at national conferences are designed to enhance staff knowledge and to enable staff to share ideas and strategies which will be used for training and technical assistance. National and regional meetings also give staff the opportunity to network with colleagues and learn from experts, policy makers and colleagues.

Among the national conferences which staff participated during the contract cycle were the following:

OBEMLA Management Institutes
National Association of Bilingual Educators (NABE)
National Staff Development Institutes (OBEMLA)
Teachers of English to Speakers of Other Languages (TESOL)
American Association of School Administrators (AASA)
American Council of Teachers of Foreign Languages (ACTFL)

Association for Supervision and Curriculum Development (ASCD)

National Association for Asian Pacific American Association (NAAPAE)

Computer Assisted Language Instruction Consortium (CALICO)

Society for Applied Learning Technology (SALT).

Regional and state conferences included:

Kentucky Multicultural Conference

Kentucky Educational Technology Conference (KETC)

New Jersey TESOL/ Bilingual Education (NJTESOL/BE)

Virginia TESOL (VA TESOL)

Washington Area TESOL (WATESOL)

1.3 MRC RESOURCES

MRC resources consist of MRC staff, external and internal COMSIS consultants, Washington metropolitan area professional organizations, libraries and databases, as well as high tech hardware and software available at the Silver Spring location of the COMSIS Corporation.

1.3.1 MRC Staff

The MRC core staff represent the broad spectrum of skills needed for training in the Service Area. All MRC professional staff members have extensive experience in training adults, as well as knowledge of and experience in the ESL/Bilingual Education field. In addition to providing training in Multicultural Education, Linguistics, ESL Methodologies, Bilingual Philosophy and Instructional Strategies, the MRC staff have also developed and presented training in Computer-assisted Instruction, Access to Technology (Internet, World-wide Web), ESL in the Content Areas (Math and Science, Writing, etc.), Cooperative Learning, Inclusion or Integration of ESL Students into the Mainstream, and Class Observation and Instructional Models for Deaf LEP Students. During the year, the MRC staff also provided training in collaboration with other

programs in the region, such as the Migrant Programs in Puerto Rico and Chincoteague, MD, the Washington, DC area Metro Network, Gallaudet University and the University of Findlay. In their training, MRC staff members draw on their knowledge of cultures in Asia, the Americas, and Eastern Europe, and on their abilities to speak English, French, Chinese, Japanese, Korean, German, Portuguese, Spanish, Vietnamese, Hindi, Mikasuki, Russian and Yiddish. To augment the linguistic and content knowledge of the core staff, the MRC can call on a number of consultants, who are well-known teachers and researchers in their fields and in the region.

The MRC Core Staff consists of six positions: *Project Director, Deputy Director, four Education Specialists, and a Research Assistant*. The Deputy Director and each of the Education Specialists has been assigned to be the "contact" person for one or more states in Region 3. Each state contact communicates regularly with the LEAs and SEAs, so that both the MRC and the clients can remain aware of the developments within the states, client needs, and so that services to clients can be adapted to changing situations.

The following descriptions highlight the backgrounds of the 1994-1995 MRC staff members:

Tran Huong Mai, Director, has been director of COMSIS MRC-3 for the past six years. She supervises the design and implementation of all training and technical assistance in the nine state area. She brings fifteen years of direct experience in the education of limited English proficient students to this position. She has eight years of classroom experience at the elementary and secondary levels in bilingual education (Vietnamese-English) and English as a second language (multilingual) instructional programs. In addition to her classroom experience, Dr. Tran has seven years of experience in the organization and implementation of professional development workshops for teachers. This experience has served a wide range of teachers, both those who are specialists in LEP instruction and those who are not but who have LEP students in their classrooms. She received her M.S. in Linguistics from Georgetown University and her Ph.D.,

also in Linguistics, from the Australian National University in Canberra, Australia. Dr. Tran speaks English, Vietnamese, French, Spanish and German.

Sherry R. Migdail, Deputy Director, has been project director for a teacher training program designed to develop bilingual training specialists at George Washington University, and a lecturer at American and George Mason Universities. As an adjunct professor for the Virginia Polytechnic Institute, Dr. Migdail has taught in Chile and in Venezuela. She has been a founding member of the Bilingual Assessment Team at the Montgomery County Public Schools and designed a staff development course for ESL teachers, teacher specialists and mainstream teachers of multilingual/multicultural students. Dr. Migdail serves as a consultant to ministries and international schools in Latin America. She received her Ed.D. in Educational Psychology and Special Education from American University. She is fluent in English and Spanish and competent in Portuguese. Dr. Migdail has published papers and training articles in both Spanish and in English and continues to serve as consultant to universities and ministries of education and to international schools in Latin America.

Stephen Arterburn, Education Specialist, brought to the MRC-3 more than six years of experience as adult ESL teacher and coordinator in the District of Columbia Public Schools. In this capacity he was keenly aware of the interrelationship between poverty, welfare, job training and ESL instruction. New immigrant parents also call for parental involvement and family literacy programs coupled with coping skills training while literacy can be fostered through technology. Before that, he was with the Peace Corps in Morocco and a Fulbright Lecturer in Italy. His languages include French, Italian, German, and Arabic. Mr. Arterburn holds a B.A. in English and a Master's in Education, both from Indiana University. He left the Center in June, 1995.

Maria Derrick-Mescua, Education Specialist, has varied experience in English as a Second Language, applied linguistics and bilingual education. Dr. Derrick-Mescua has taught ESL

reading and writing to adults; writing to multicultural classes of native English speakers together with speakers of Arabic, Bahasa Malasia, Spanish, Vietnamese, and Chinese; theory of bilingual education; and the linguistic analysis of languages such as Mikasuki (Seminole) and Hmong (Southeast Asia). She worked as international project coordinator and editor for a consulting firm administering Agency for International Development projects in Central America and Egypt, and administered the Seminole Bilingual Project on Big Cypress Reservation in south Florida. Dr. Derrick-Mescua holds an M.A. (University of Michigan) and a Ph.D. (University of Florida) in linguistics. She is fluent in English and Spanish, has studied Hindi and Hmong, and has analyzed the linguistic structure of Mikasuki (Seminole).

Miriam Isaacs, Education Specialist. Dr. Isaacs' substantial background in applied linguistics provides her with a firm understanding of the universals of language. Her research has been in many areas of language acquisition and serves as the theoretical basis for teaching second language acquisition, production and comprehension. Dr. Isaacs' research and practice has been strengthened by three years as resident academic coordinator of a study-abroad program sponsored by Rockland Community College, New York, in Jerusalem, Israel. In addition to her teaching, her experience includes educational administrative positions with the City and State Universities of New York and curricular planning for the New York State Education Department. Dr. Isaacs holds a doctorate in linguistics from Cornell University. She is fluent in English, French, Yiddish and German and is familiar with Eastern European cultures. Dr. Isaacs left the MRC in July 1994.

Richard Lutz, Education Specialist, who was with the Center until July, 1995, has ten years experience as a teacher, researcher, author and speaker in the areas of applied and theoretical linguistics. He has taught at the high school, college and graduate school levels, and trained ESL and EFL teachers both in the U.S. and abroad. He has been a member of the linguistics faculty at Georgetown University, where he taught both applied and theoretical linguistics courses, as well as research methods and statistics. Dr. Lutz holds a Master's Degree in French

from the University of Pittsburgh, and an M.A. and Ph.D. in Linguistics from the University of Illinois at Champaign-Urbana. His areas of expertise include first and second language acquisition, learning strategies, the process of reading, bilingualism, cross-cultural communication, and English syntax and morphology. He is fluent in French. His other foreign languages include German, Russian, Spanish, Hindi and Hebrew. Dr. Lutz accepted another academic position in June 1995.

Maybelle D. Marckwardt, Education Specialist, has many years of valuable experience in development of ESOL curriculum with a multicultural emphasis for the Montgomery County Public Schools, Rockville, Maryland. She has been responsible for curriculum development and implementation over a period which saw the numbers of LEP students burgeon from a small handful to a full complement of more than 6,000 students. She has also shared responsibility for developing and implementing entry and exit level tests for ESOL services. Ms. Marckwardt planned, organized and conducted training sessions for mainstream teachers of LEP students and for ESOL teachers, volunteers and tutors. Her teaching credentials include students from kindergarten level to graduate students. She has conducted graduate level research. Her experience includes coordinating selection of textbooks and instructional materials for an ESOL program for 6,000 students. Ms. Marckwardt was with the Center until December, 1994.

Ga-Lin Charlene Nee, Education Specialist, joined the MRC-3 permanent staff in August, 1995. Ms. Nee has a B.S. in Biology from the University of Maryland and a Ed.M. in Administration, Planning and Social Policy from the Harvard Graduate School of Education. She is fluent in Mandarin, Cantonese and Shanghainese, as well as first-hand knowledge of the special challenges and resources of immigrant LEP students and families. Her current professional interest includes educational technology, parent and community involvement, teaching and learning strategies, and urban education policy reform.

Nguyen Ngoc Bich, Training Specialist, has more than 25 years of educational experience, primarily in the areas of cross-cultural/multicultural communication, bilingual education theory and practice, Indochinese and refugee education, parental involvement, and curriculum and materials development. Formerly Deputy Director at OBEMLA, Mr. Nguyen has taught elementary and secondary schools in Arlington, Virginia. He has been a teacher trainer for Georgetown University Bilingual Education Service Center (GU-BESC) and Multicultural Coordinator for Arlington County, Virginia. He has also taught Cross-Cultural Communication at Trinity College and Vietnamese Literature, Culture and Civilization at George Mason University. He thus brings to the center unique insights from a full range of practitioner, administrator, and government perspectives. He specializes in training and technical assistance; writing, editing, and translating; conference planning and coordination; and bilingual curriculum and test development. A polyglot who speaks seven languages, he has authored over 150 papers in education and made numerous presentations at conferences and on videotape. Mr. Nguyen joined the Center in June, 1995.

Jeffrey H. Schwartz, Training Specialist, has over 17 years of ESL/EFL classroom, teacher training and program consultation experience. Mr. Schwartz is trained in Instructional Systems design with an emphasis in Bilingual/Bicultural/ESL education. He has been a research assistant at the Evaluation Assistance Center-EAST for which he provided training in program evaluation and student assessment. He has been an ESOL teacher with special emphasis in reading and in oral language development. Mr. Schwartz has also designed and taught beginning Japanese, ESL methods, and ESL tests and measurements courses and supervises student teachers working towards ESL certification at area colleges and universities.

Prior to coming to the MRC, he was a Research Assistant at the Evaluation Assistance Center (EAC) East, Georgetown University for three years. Mr. Schwartz, a doctoral candidate in Educational Administration and Policy Analysis, has a Master's Degree in Instructional Systems Design with an emphasis in Bilingual/Bicultural/ESL Education and a Bachelor's in Special

Education and Elementary Education. He speaks Japanese and is familiar with the cultures and languages of Greece and Micronesia.

Alexandra W. Miller, Research Assistant, received her B.A. in History, with Honors, from Brown University. Coming from a varied background as peer counselor, administrative and paralegal assistant, and marketing assistant, she brought to the MRC a keen mind attuned to the many possibilities of information technology. While at the Center, she researched the feasibility of "tagging on" to an existing Internet server by means of the "gopher" software and finding resources for training and technical assistance at libraries or via the Internet. She also directed clients' requests to the appropriate agencies. Ms. Miller left the Center in June, 1995.

Tana Paddock, Research Assistant, who joined the Center in June 1995, is an honor student in Sociology at the University of Maryland at College Park, with special interest in improving race relations and relations between and among diverse groups in our society. While at the Center, Ms. Paddock assists the MRC Director in various administrative tasks, including the organization of seminars and institutes such as the Superintendents' Institute held in Williamsburg, Virginia, in September, 1995.

1.3.2 Consultants

The Core Staff is also augmented by External Consultants and COMSIS Internal Consultants, who are full-time COMSIS employees. External consultants deliver specific training and technical assistance, which enhances the ability of the MRC to respond to client needs efficiently and quickly, while Internal Consultants contribute to meeting the technological needs of the center and to its clients by assisting with technical information on computer hardware and software.

1.3.3 Other Resources

The MRC can call on a variety of resources in carrying out contract requirements. These resources include extensive in-house computer facilities, a corporate electronic bulletin board, which allows staff to contact the office via modem from the field, and access to the national associations, universities, and service providers in the Washington metropolitan area, such as the National Clearinghouse for Bilingual Education and the Center for Applied Linguistics.

From 1992 until 1994 the MRC operated the Technical Assistance Network (TAN), an electronic bulletin board which provided educators in the service area with information on bilingual education, electronic mail and responses to their questions. In 1994 the MRC moved from regional to national communications capabilities through Internet accounts provided for all staff. MRC clients and other clients who have Internet access now communicate regularly with the MRC staff via the Internet E-mail. There is little doubt that communication via Internet will increase dramatically in the future as more schools and individuals get access and use this rapidly advancing technology.

COMSIS maintains specialized information-retrieval and clearinghouse facilities, and has experience in managing national technical clearinghouses. The company also maintains in-house graphics and production facilities, and a staff of experienced graphics designers. Each MRC staffer has a microcomputer, which is linked through a local area network within the office, facilitating the exchange of information among MRC staff. Through an internal electronic (E-mail) system, the MRC staff can communicate with any COMSIS staff member. From the COMSIS facility, MRC staff can access the Internet as well as regional and national databases and bulletin boards, such as ASCD Access, the Ed Board of the U.S. Department of Education, and the Computer Information Systems (CIS) of the NCBE.

CHAPTER 2

OUTCOMES AND ACCOMPLISHMENTS

2.1 OUTCOMES OBTAINED FROM MRC ACTIVITIES, ACCOMPLISHMENTS AND INNOVATIONS

The MRC has been diligent in carrying out the objectives stated in the Service Delivery Plans from 1992 to 1996:

A. To provide training and technical assistance to educational personnel ...in bilingual education or special alternative programs, incorporating the National Education Goals as appropriate;

B. To establish coordination activities as appropriate with other programs ...and with other federal centers; and

C. To gather and provide information to other Multifunctional Resource Centers on a designated area of bilingual education.

2.2 EDUCATIONAL CONDITIONS OF REGION 3

The LEP population of the region has been affected by three major trends: demographic shifts, educational reform, and budget shortfall resulting in downsizing of personnel and cuts in instructional programs.

- Demographic shifts require school districts to be alert and prepared to meet new educational needs of students of diverse languages and ethnicities. Demographic changes require extensive staff development in both rural and urban districts.

- Systemic educational reform policies challenged school systems to find new and innovative educational approaches while practicing fiscal restraint. The "Improving America's Schools Act" of 1994 requires districts to have challenging content and performance standards and assessments which reflect the attained standards.

- Depletion of funding sources on local, state and federal levels has led to more mainstream teachers being asked to provide educational services to LEP students. As a result, the MRC has renewed its efforts to increase training for mainstream educators and has included them in MRC activities.

2.3 TRAINING AND TECHNICAL ASSISTANCE

The COMSIS MRC has had significant success in its training and technical assistance activities during the three and a half contract years. Cognizant of the importance of the National Education Goals, the MRC has endeavored to incorporate the Goals and members of the Goals panel into our work with teachers and administrators. Quantitative results of MRC perseverance toward innovative changes with our outreach program, with SEA and LEA planning activities and with a number of presentations in educational technology are found in **Appendix A**, Summary Report of Training and Technical Assistance. Outcomes, accomplishments, and innovations resulting from MRC activities are considered in four broad categories: 1) ongoing and more focussed training activities to SEAs and LEAs through the establishment of multi-day long training Institutes with follow-through activities; 2) expanded services to top level administrators and mainstream educators enhanced by collaboration and participation with the New England Superintendents' Leadership Council; 3) continuing collaborative activities with ESCORT, the Migrant Program Coordination Center in the region, with SEAs, IHEs, Title VII, and non-Title VII network groups; and 4) training in the use of advanced technology for teaching and learning.

2.3.1 Increased Services to Mainstream Educators

The MRC has developed a close professional relationship with SEAs over the years. In the beginning of each year, the MRC Director and the MRC state contact person attend a planning meeting with the SEA. These meetings are critical in clarifying political and educational issues specific to each of the states. The meetings also serve as the preliminary needs assessment for services to school districts and educators within each of the states. The relationship with each of the SEAs is carefully maintained. The MRC is then able, together with the SEAs, to assist with the necessary technical assistance and training. The MRC is kept updated concerning legislative and programmatic changes within the state throughout the year.

2.3.2 Increased Services to Top Level Administrators: Superintendents

The COMSIS MRC has substantially expanded its work with top level administrators. The percentage of project directors who participated in training rose from 6 to 12 percent; the numbers of other administrators who participated rose from 16 to 20 percent. (See **Figure 4**).

The MRC outreach to superintendents, initiated in 1992, has steadily increased its numbers of active participants and the scope of its organizational activities. In 1992, the MRC leadership realized that the support of top school administrators is crucial to the success of staff development, curriculum and program implementation efforts. In collaboration with SEAs, a core group of superintendents has worked closely with the MRC to organize a network and share information on language minority student issues and concerns. The first task force of the Mid-Atlantic Superintendents' Leadership Council provided the impetus for the planning meetings that followed. With strong coordination and support from the MRC, the initial task force of six superintendents proceeded to plan and organize the next series of meetings, which led to the first Superintendents' Institute, held September 22 - 24, 1993, in Hot Springs, Virginia. A total of 20 superintendents from the service area attended, along with superintendents and guests from

other regions of the country. The agenda was formulated by the Task Force and implemented by the MRC. The Mid-Atlantic Superintendents' Leadership Council was formally established following the first institute, and helped ensure the continuing support of top level administrators for programs and services to LEP students.

The second annual Institute was held in Williamsburg, Virginia from September 22 - 25, 1994. Prior to this event, superintendents met regularly with the MRC director and designated MRC staff. A meeting was held in November 1993 to evaluate the first institute and to begin planning for the second annual meeting. In January, the superintendents participated in a mini-institute in the District of Columbia. A number of issues from their educational agenda were addressed during the January activity. Planning meetings for the Superintendents' Leadership Council Second Annual Institute were held in April and in July 1994. There were 25 superintendents from the region at the second Institute.

The third annual Institute was held in Williamsburg, Virginia from September 17 - 19, 1995. There were a total of 50 participants at the institute. Twenty-five superintendents from the Mid-Atlantic region attended, made presentations and acted as discussion leaders. Other important participants included superintendents from the New England Council as well as MRC staff from 3 other regions. This conference centered on the changing political climate and its impact on education and educational services. The theme of the conference was "Keeping Children First: The Changing Politics of Education." The programs for the three Superintendents' Institutes are included in **Appendix B**.

Over the years, the Mid-Atlantic Superintendents' Leadership Council has increased its coordination and collaboration with the superintendents from the New England Leadership Council. The membership of the two councils have shared educational issues and concerns at a number of joint meetings. The following are some significant activities:

- Mid-Atlantic superintendents participated the New England Superintendents' Leadership Council Retreat and Seventh Annual Institute;

- Mid-Atlantic Superintendents' Leadership Council executive committee met with superintendents from the New England Leadership Council to plan the third annual institute. Discussion of a number of potential Institute topics resulted in choosing "Keeping Children First: The Changing Politics of Education;"

- The New England Council and Mid-Atlantic Council presented two panel discussions, followed by two luncheon meetings at AASA conference in New Orleans and in San Diego. The purpose of each joint session was to recruit members and to inform superintendents of the activities of the two Councils;

- Members of Mid-Atlantic Council and the newly organized New York Council were invited to the organizational meeting of the New England Council to plan and coordinate activities and points of interest in New York;

- As part of the OBEMLA National Professional Development Institute and Annual NABE Conference held in Phoenix, Arizona in 1995, the MRC organized an Institute presentation by superintendents who discussed their roles as motivators and advocates;

- Superintendents from the Mid-Atlantic Council also presented at the ASCD meeting in New Orleans;

- Attendance at the third Leadership Council Institute was greater than at any of the previous meetings and informal feedback from superintendents indicate that this

was one of the most interesting and successful activities of the council that the MRC has hosted.

The third year of involvement of superintendents has been one of increased collaborative effort stemming from the mutual interests of the New England Leadership Council, now in its seventh year, the incipient New York Council and the Mid-Atlantic Council. The initiatives taken during 1995 are expected to result, within a few years, in an Institute sponsored by all three organizations. Activities during 1995-1996 have also generated enthusiasm for the eventual formation of a National Leadership Council which will continue its advocacy role for the inclusion of limited English proficient students in systemic educational reform efforts.

2.3.3 Institutes Organized by the MRC

In each of the contract cycles, the MRC has found that pre-planning with states for long term training is the most efficient use of time-management and results in greatest training benefit. We are especially pleased with the outcomes of each of our two-day Institutes, including:

- the Annual Ohio Institute, coordinated by the MRC in collaboration with the Cleveland Public Schools, the University of Findlay, and the Ohio Department of Education, with participation by the Title I Technical Assistance Center and Migrant Education;

- the First Annual Asian Pacific American Education Forum in Pomona, California, organized by MRC 3 and MRC 14; the Second Annual Asian Pacific Education forum organized by MRC 3 with MRC 2 in New York City. Participants from many different sections of the country discussed issues related to the education of Asian and Pacific American students.

- a institute/training course in York, Pennsylvania, for administrators, mainstream and ESL teachers was conducted in four sessions during one semester. Assignments were given in the first session, and submitted in the final session.

2.3.4 Use of Technology for Teaching and Learning

Since 1992-1993 the MRC has been in the forefront of technology in support of education, using state of the art technology for outreach and coordination, and providing technology training, both to clients in the Mid-Atlantic region and to a wider audience through participation in national conferences such as the National Professional Development Institute held in conjunction with NABE 1994.

The MRC's technological outreach began in 1992 with the Technical Assistance Network (the TAN), an electronic bulletin board available to LEAs, SEAs, IHEs and others concerned with the education of LEP students in Service Area 3. In 1994, due to the increasing availability of Internet accounts to our clients and the vast array of information which the Internet provides, the MRC upgraded its communications and information gathering capabilities from the regional scope of the TAN to the international scope of the Internet. In 1995 MRC staff obtained full Internet access with all the resources of the World Wide Web.

In 1993-1994 school districts increasingly requested training and technical assistance in the use of high technology in the classroom. In response to this interest, the MRC developed a series of workshops on educational technology, which became valued additions to our core workshops.

Technology training created by the MRC centers on three areas:

- impact of computers and educational technology on the LEP population;

- selection and evaluation of appropriate software; and,

- introduction of interactive use of computer technology, CD-ROM, and computer networking, with a focus on the Internet.

Workshops demonstrate a variety of hardware and software, as well as live and recorded sessions on the Internet. Teachers and administrators concerned with the high cost of software are informed of "freeware" or inexpensive "shareware" available via the Internet. Participants are provided with practical information on:

(1) Links to the Internet;
(2) Internet e-mail and conferencing with other educators;
(3) Internet searches for databases on LEP issues;
(4) Internet resources such as software or class projects suitable for their LEP students.

Other MRC workshops discussed effective uses of computers with LEP students, collaborative learning using computers, appropriateness of language, topics students might find on the Internet, and where to find available software.

Educators have responded positively and are highly motivated by these presentations, especially when they see live on-line demonstrations of what can be accomplished with relatively little money, equipment and expertise. In many instances, there appears to be a gap between availability and actual use of the equipment. The MRC has been able to provide technical assistance and direction in the use of educational technology. The need for such assistance appears likely to grow as computers become increasingly available and as software becomes increasingly sophisticated.

An example of an MRC initiative which combines institutes and technology is the second annual two-day Teacher Training Intensive Institute, entitled "Maximizing Proficiency through Technology for ESL/Bilingual Students." The institute, held in Cleveland, Ohio in 1994, was organized by the MRC in collaboration with the SEA and LEA, as well as with a representative of the University of Findlay. The Institute was held as part of the Fourteenth Annual Bilingual and Multicultural Education Conference.

The objectives included:

- using high technology with ESL/Bilingual students;
- finding and evaluating computer software which is appropriate for ESL/Bilingual students;
- enhancing the reading and writing skills of ESL/Bilingual Students;
- using computers for collecting general data on students and for assessing students' work; and,
- widening classroom boundaries and exploring the "Information Superhighway."

Participants included teachers and administrators from Ohio. A number of computer stations were set up to give participants hands-on experience with the hardware and software being discussed. Evaluations of the Institute indicated that the Institute succeeded in raising awareness and interests of participating teachers in use of educational technology with their ESL/Bilingual populations.

A copy of the outline of this institute appears in **Appendix C**.

During the latter part of the contract, client interest in technology increased, and in response, the MRC conducted or participated in the following presentations and conferences:

- Computer-Assisted Instruction: Baltimore City Schools
- Lau Conference: Columbus, Ohio
- Exploring the Web: Internet for Teachers, Philadelphia Public Schools
- Computer Assisted Language Instruction Consortium (CALICO) '95 attended by 3 staff members
- Technology Education for LEP students: Hands-on Sessions University of Findlay Institute.

Using the Internet for instruction and professional development became increasingly significant to project directors and teachers. MRC presentations on the Internet have focussed on the following issues:

- What the Internet is;
- Equipment needed to access the Internet;
- Software needed; and,
- What is available, especially for ESL/bilingual teachers.

Many of the teachers at MRC presentations had never used the Internet, nor had they seen demonstrations. Therefore, the hands-on sessions generated interest and excitement.

2.3.5 MRC Capacity Building

Capacity building is one of the major objectives of the COMSIS MRC. The MRC has trained clients to conduct needs assessments, identify priorities and develop a training program to meet identified needs. However, capacity building is a process which takes time, often years. During the current contract period, the COMSIS MRC has worked with clients of varying degrees of self-sufficiency.

The MRC has successfully increased the capacity of many of our clients to plan and administer grants, and to provide staff development to teachers. An example of MRC effectiveness in capacity building is the Delaware SEA annual institute. At the beginning of the previous contract cycle, the Delaware SEA requested and received intensive assistance in planning, organizing and conducting a summer institute. With each successive year, the reliance on the MRC lessened.

The MRC provided extensive training to a state consortium project director in grant management, program design and development, and initiated training for consortium administrators and teachers. As a result of this training and technical assistance, the project director is confident that she will be able to manage the grant and program development.

2.4 COORDINATION AND COLLABORATION

The second major objective of the current contract has been to coordinate activities with other programs and federal centers. The MRC has collaborated with the following three groups:

Other agencies and federal centers;
The Regional Metro Network; and
The Mid-Atlantic and the New England Superintendents' Leadership Councils.

2.4.1 Collaboration with Federally Funded Agencies and Centers

The MRC established firm rapport with the National Clearinghouse on Bilingual Education (NCBE) and the Evaluation Assistance Center (EAC), with the Office of Educational Research and Improvement (OERI), the Mid-Atlantic Equity Center (MAEC), and with the many and varied institutions of higher education in our geographic area. In 1994 when the IASA legislation took effect, the MRC continued the relationships with the aforementioned groups and expanded

its collaboration with the Migrant Education (ESCORT), Indian Education, Title I and Drug-Free Schools in planning meetings as well as presentations.

In compliance with contract requirements, the MRC provided a regional conference each year to bring together all of the SEAs and many LEAs funded by the Bilingual Education Act and the Office of Bilingual Education and Minority Language Affairs. the regional conference is also attended by representatives of sister agencies and institutions. Each conference, attended by 70 - 100 participants, focused on issues of general concern with knowledgeable speakers and an opportunity for sharing and audience questions.

For the first contract year the theme of the meeting was "Reflection and Sharing: Developmental Bilingual Education and Other Learning Alternative Programs for LEP Students." The keynote speaker was Myriam Met, Supervisor of Foreign Languages in Montgomery County, Md.

In the second year of the contract, the theme of the regional meeting was "National Reforms and Equity: Language Minority Students and Opportunity to Learn." The keynote speaker was Dr. Eugene Garcia, Director of OBEMLA.

The theme of the third annual conference was "Educational Legislation: Its Impact on Programs and Services." Project directors from the Mid-Atlantic region attended, as did representatives of the National Goals Panel, the US Department of Education and OBEMLA, Migrant Education programs, the Evaluation Assistance Center, the Mid-Atlantic Equity Consortium, Regional Centers for Drug-Free Schools and Communities, and Title I Technical Assistance Centers.

Dr. Thomas Payzant, Assistant Secretary for Elementary and Secondary Education presented the keynote address. Dr. Cindy Prince, Associate Director of the National Education Goals Panel, discussed the work of the Panel. Representatives from the Mid-Atlantic region facilitated three

concurrent small group discussions: building collaborative partnerships; the impact of new legislation on assessment; and equity and opportunity to learn.

Many concerns about educational reform were answered during the conference.

2.4.2 Collaboration with Other Agencies

During the contract, the MRC strived to work in concert with other federal and local agencies in order to enhance its services to clients in the service region. Among the many events which have taken place are the following:

- Meeting of Educators' Network for Culturally and Linguistically Diverse Students in Pennsylvania
- Kentucky Regional Multicultural Retreat, Bowling Green, KY
- Meeting of the National Association of Asian Pacific American Educators (NAAPAE)
- Annual Multicultural Conference, University of Findlay, Findlay, Ohio
- South Regional NJTESOL-BE conference
- Lau Center and Ohio TESOL Fall Conference
- Mid-Atlantic Equity Center Conference
- Virginia Bilingual ESOL Conference

These regional and national events brought together representatives from across our region or from across the nation from many sister agencies. The participation keeps staff abreast of trends and maximizes efficiency of planning the scope of work within the region.

2.4.3 Coordination Resulting from IASA Legislation

MRC staff met with SEAs, Title VII, Title I, Migrant Education and Drug Free representatives from Kentucky, Delaware, Ohio, Virginia and the District of Columbia to discuss collaborative training. MRC collaboration with a variety of states and agencies resulted in the following activities during the last year and for the extension of the contract:

MRC staff with the New Jersey SEA, Equity administrators, the DAC and community leaders planned a two-day institute on equity and Goals 2000 to be held at three locations in the state. The intent was for the newly formed Office of Bilingual Education and Equity to keep the three areas of New Jersey well up-to-date on three issues: policy, curriculum and equity. The SEA continued these training workshops through 1995-96 and plans to extend through 1997.

The MRC participated in several workshops under the auspices of ESCORT: the Puerto Rican Migrant Education Conference, a workshop on negotiating language with Spanish-speaking students for mainstream educators in Sanford, NC, and a presentation at the Virginia Migrant Education Conference: "Living Language: Reading, Speaking, Writing & Listening Strategies for Elementary LEP Students" in Chincoteague, VA.

The MRC participated in the Northeast Regional Center for Drug-Free Schools & Communities' Consolidated Planning Meeting with SEAs, Drug-free Schools, Title VII, Title I, Finance, Perkins and Goals 2000 in Cranbury, NJ.

2.4.4 Metro Network: Initiative for Continuation by Participants

The Metro Network is an informal association of ESL and bilingual program coordinators and representatives of organizations involved in the education of LEP students from the Washington

metropolitan area. As LEA programs expanded, in the late 1970's program directors in the Washington, DC area needed to meet and collaborate and the Metro Network was formed. Its purpose and broad goals are to improve services and programs to students, to support, share resources and assist each other.

The Network meets every two months during the school year. An MRC staff member facilitates meetings, acts as a central point of contact, and disseminates meeting announcements and minutes. Under the auspices of the MRC, the Metro Network has expanded from less than 20 to 100 participants. With MRC encouragement the Network has invited colleagues such as Title I representatives, guidance counselors, and representatives from other federal and state programs to the meetings, which has generated greater collaboration across programs. The members share information about programs, sources of funding, grant proposals, and resources.

2.5 INFORMATION GATHERING: TASK 6

In the first year of the current contract cycle a resource guide with detailed annotated listings of 98 references to Bilingual Education Programs was completed and sent to the government. In the second year the guide was updated. The information gathering task was deleted in the final year of the contract.

CHAPTER 3

ENVIRONMENTAL CHANGES: TRENDS AND ISSUES

3.0 INTRODUCTION

> The stark fiscal reality is that money for schools is unlikely to increase much in the near future. . . If the goals of education reform - raising results substantially -is to be accomplished, it will have to be done with the level of money now in the system. That means that the only way the goals of education can be accomplished is to dramatically improve the productivity of the American public education system - a very stiff challenge and a challenge that few have been willing to address. (Allen Odden, "Productive Discussions about the Education Dollar," *Education Week*, February 1996.)

State educational agencies and school districts in the service area have taken a hard look at critical issues engendered by fiscal restraint and by the IASA legislation enacted in 1994. The resources tied to the Act require continued systemic reform, and realignment of curriculum to achieve high standards and innovative assessment/evaluation measures. In many places in the region, a proactive community has become involved in the reform efforts. This activity has translated into significant educational trends:

- School governance: site-based management, charter schools, privatization;
- Coordination of programs, the unified planning process, and collaboration to insure inclusion of all students formerly served by separate categorical programs;
- Assessment reforms and high standards for all students aligned with an academically rigorous curriculum; a continuing trend toward proficiency testing for high school graduation; and,
- Technological advances spurring more intense searches for innovative instructional tools.

Governance

The legislation enacted in September of 1994 and the Goals 2000 Legislation referred to in our last annual report have increased the desire for a "world class" education for all students. The persistent demand for equity and excellence and the genuine need for "systemic reform" continue to generate major educational trends for most of the schools in our region and in other areas of the country. In this period of "reinvention" and of national socio-political change, educational reform focuses on accountability, together with a comprehensive view of what schools are like, how they are structured and how they might be reorganized to achieve maximum educational benefit for all students. Public perceptions about failing school systems have created a strong trend toward re-examination of how schools are managed. A number of districts in our region have evolved systems of site based management teams and are now considering charter schools and privatization.

Coordination of programs

Since budget cuts continue to impact the funding of state and local education agencies, SEAs and LEAs feel ever more keenly the effect of budget cuts on direct services to LEP students and on teacher training capacities; these cuts present a major challenge to school districts. Downsizing on the one hand, and IASA legislation on the other, have led to consolidated planning and to collaborative training efforts with other programs, such as Title VII, Title I, Drug Free Schools, and Migrant Education. The unified planning and collaborative process is designed to insure inclusion of all students formerly served in separate categorical programs and to increase the emphasis on educating the "whole child."

Assessment

The broad mandate for standards and the decided link between standards, curriculum, assessment and instruction is of particular significance to school districts which are impacted by LEP students. States in our region have been developing and evaluating the effectiveness of proficiency tests as requirements for high school graduation. Performance based assessments have also come under careful scrutiny.

Technology

This year there have been many requests to the MRC for workshops and institute presentations on the varied uses of educational technology. The MRC has been very much in the vanguard of providing training which deals with how computer technology and the Internet contribute to a more powerful and lasting educational experience. Requests from school districts indicate that there is a decided trend toward both an understanding of technological advances and the myriad ways in which technology as a tool fosters complex and authentic learning.

3.1 TRENDS

3.1.1 Unified Planning and Collaboration, a Federal Mandate

Collaboration that the MRC has conducted with agency partners was initiated and implemented as part of the federal mandate in order to enhance training possibilities for administrators and teachers in our region. The MRC has also become involved in the diverse activities of our client states as they seek ways to collaborate within their own departments. It is not possible to separate the MRC capacity-building initiatives from collaborative efforts. Assistance given to school systems which enhances their ability to conduct their grants efficiently calls for an ability to work interdepartmentally.

Collaboration with sister agencies and planning has been a hallmark of the relationship between the SEAs, LEAs and the MRC for each of the past two cycles. The MRC has stressed the importance of planning with SEAs and LEAs at each regional meeting. This year has witnessed even greater collaboration with other agencies, particularly with Migrant Education.

The MRC has participated in meetings with the SEAs all year. For example, in the District of Columbia meeting, the discussion centered around the need for training and technical assistance for the SEA and Central Administration on topics such as team-building, group work strategies, training of trainers, provisions for exchanges of ideas through teleconferencing and model educational programs. The SEA meeting in Kentucky included the need to facilitate "matrix planning" to develop true collaboration. In New Jersey we were asked to continue our efforts to work with their extended Equity Center which includes all of the sister agencies. In Ohio, we held a meeting which included directors and representatives of all the programs funded under IASA. During the meeting cooperation and collaboration were stressed. The principle of inclusion was embraced by all of these educators; however, all voiced the need to ensure that true inclusion be practiced and be beneficial for all students.

The MRC was part of a week-long conference in Puerto Rico to work with teachers and parents on issues of family math, whole language and discussions of learning problems and behaviors. We also participated in the Migrant Conference in Virginia in June 1995. The MRC conducted two sessions with teachers on living language and strategies for teaching reading and writing. A third collaboration sent MRC trainers to a Migrant Education program in North Carolina to help teachers better understand language acquisition and to introduce them to some basic elements of Spanish.

3.1.2 State Policies

High Standards and Performance Based Proficiency Testing

Among the issues and trends most discussed are rigorous standards for academic performance and performance-based assessment measures, including proficiency testing. Districts are working to bridge the gap between instructional practice and assessment which yields both accurate information about student progress and program effectiveness. Teacher training is an important part of this trend.

It is hard for schools to develop efficiently and to be productive if specific goals and standards which focus on achievement are not in place. Developing standards linked to the national goals is a complex and often controversial task. It is especially complicated to form and implement educational standards and to devise proficiency assessments for students of diverse linguistic, cultural and educational backgrounds.

School districts in the MRC service area have been active in developing statewide standards in reading, writing and science, in realigning the curriculum and in developing assessment measures to conform with the revised educational agenda. Several state departments of education, including those in Ohio and Maryland, have re-instituted five-year plans, and reintroduced science along with reading and writing in their proficiency testing requirements for high school graduation. A number of states are rethinking proficiency tests, with revisions in the way in which LEP students are permitted to take tests. Bilingual dictionaries have been encouraged, and flexibility with time limits has made a positive difference for LEP students.

3.1.3 School Governance

Site-Based Management Teams, Charter Schools and Privatization

How schools should be governed and who should hold ultimate responsibility have been ongoing issues for at least a decade. Educators have been rethinking how schools are designed, how school systems operate, and how teaching and learning are carried out. Dissatisfied parents who have lost faith in public schools and beleaguered school districts have argued that current reform efforts may not be enough. Schools must be created which are responsive to the needs of children and their parents as well as to the information/technology age. Administrators of programs targeted for bilingual populations are wary of restructuring efforts which may adversely affect LEP students. Nationally and in this region, site-based management teams, charter schools, and privatization are being explored as possible alternatives by parents, grass roots organizations, SEAs and LEAs.

Site-Based Management

Reform and restructuring are not new concepts to our region. The Kentucky Education Reform Act (KERA) is one of the most comprehensive pieces of educational reform legislation ever enacted in the United States. Site-based management is but one of the procedures instituted in a number of districts. Often thought of as merely more involvement of teachers and parents in school governance, school/site-based management is the devolution of significant decision making authority to the school level. In management terms, it means that schools determine their personnel requirements and spending of at least how 75 to 85 percent of their revenues. In the initial stages, a team of persons is called in by the district to figure out what de-centralization is intended to do, what problems it may solve and what difficulties it may not resolve. Momentum is built and decisions about a "team" approach are reached. Essentially, this form of decentralization suggests the scope and extent of decisions which the team may

make, such as allocation of funds, the budgeting cycle, specific methods of accountability, personnel needs, instructional materials needs, and the future directions of the school. The form and scope of changes depend upon the needs of each district interested in decentralizing the administration of its schools. It is not so much a matter of giving up power but of sharing power.

Charter Schools

A step beyond site-based management are charter schools. Charter schools allow people (parents and grassroots organizations, especially) to take public tax dollars and to use them in schools of their own design. In an article in the Washington Post of August 21, 1995, statistical evidence of the movement toward charter schools is cited:

> Since 1991, when the first charter schools were created in Minnesota, 19 states have passed legislation that allows for the creation of such schools. In a recent survey, the Education Commission of the States in Colorado and the Center for School Change at the University of Minnesota counted 200 public charter schools in states from Massachusetts to California. There are no official charter schools in Maryland or Virginia, but the idea is being discussed among state educators.

Charter schools across the country are implementing a number of educational initiatives. Examples include high academic standards, family generated learning, and technology-assisted teaching and learning, often in partnership with Bell Atlantic and/or other business interests.

A bilingual charter school opened this fall in the District of Columbia. Additionally, the superintendent is now identifying a handful of existing schools as charters. In the District, these schools are not independent of the school board, but are allowed some autonomy to design education programs. Authority over personnel is limited and they must use the school system's curriculum as a base. There is a movement in the City Council to create charter schools independent of the school board as has been done in other states. The bilingual charter school in the District is parent initiated and will be supported by the Smithsonian Institution, the Library of Congress and the National Science Foundation. During early discussions, teachers

were instrumental in supporting the ideas expressed. Not all the details have been ironed out, but it has been decided that the school will be governed by two "lead teachers" who will act as both teachers and administrators. Continued parent involvement may well be the key to the success of this venture into charter schools.

In Ohio, charter schools are not yet permitted by state law, and there has been controversy over their legality. However, the Superintendent of Schools in Cleveland, Ohio, has proposed setting up public schools that would receive district funding but would be freed from compliance with most of the district rules. The hope is that these schools would be fully operating by this fall.

In Philadelphia, Pennsylvania, charter schools are being established which integrate instruction with health care and family involvement. The prime innovation of these schools is the organization of learning communities which provide students with in depth understanding of very specific community concerns, i.e. the environment, vocational and career choices, and health issues.

Privatization

An additional response to the loss of public faith in the traditional governance of schools and the academic achievement of students in public schools has been "privatization", that is, the running of a school by commercial companies. It is described in an commentary by Education Week of July 12, 1995:

> According to conservatives, the main problem with public schools is that they are public - they are managed by government bureaucracies and staffed by unionized, tenured, and largely unaccountable teachers. If only we could hire private management companies to run public school districts . . . students would learn more and schools would cost less, or at least no more than they cost now.

Privatization takes a number of forms. In this region, privatization may mean that a private company administers a school or schools in a given district. The company contracts with the school district to revamp major components of a school: the physical plant, the hiring of personnel including the superintendent, administrators and teaching staff, and instructional methods. In the Mid-Atlantic region, nine schools have been privatized in Baltimore City. The expectations were very high at first, but later evaluations were "mixed." The physical plant was very much improved but the anticipated growth in achievement did not reach expected levels. Comments from the company suggested strongly that building achievement takes time but that a lowered dropout rate indicates that beneficial changes are under way.

There are also districts which have a parent-run foundation that collects funds, an activity which schools themselves cannot undertake. The funds are used to supply the school with needed additional personnel or instructional materials such as computers and software. Schools in Alexandria and Fairfax County have received funding from such parent-run foundations.

3.1.4 Population Shift

The MRC has reported previously on the shift of immigrant LEP populations in the region from urban to suburban and to rural sections of each of our states. This shift continues and makes greater demands on rural communities which are less prepared to deal with English language learners in their schools. The area is also beginning to see growth of immigrant populations in areas where they have never before lived: Cuban communities of newcomers in Kentucky, and middle European, Ukrainian and Byeloruss communities beginning to make an impact in Ohio.

At the same time there is a Congressional effort to push for legislation similar to Proposition 187 of California (now locked in court debate) on a federal level, i.e., denial of the right to a public education to undocumented immigrant children.

3.1.5 Technology

The MRC's experience in providing training in technology indicates that teachers are interested in using technology in education but that there are barriers that must be overcome. Schools and districts must have initiated plans to use technology; teachers must have the models illustrating the value of technology for their own professional enhancement. Attention to educational technology had, up to this point, focused on the mechanical aspects of equipment, not on the integration into the curriculum and the selection of appropriate software.

Evidence points to the fact that districts overall spend 55 percent of their budget on hardware and 30 percent on software. Yet they spend less than 15 percent of their budget on training. The MRC has been instrumental in sharing experiences, in planning and presenting workshop sessions, and in helping teachers develop a clear understanding about what resources technology has to offer to help them meet their objectives and goals of instruction.

The Search for Innovative Instructional Tools: "High Tech "Trends" and Computer Technology

Gaining strength in the region is the realization that "high tech" can be a valuable educational resource, and that LEP students can benefit greatly from its availability and use. In order to move into the 21st century and to meet the requirements of "world-class" education, educators know that they need to incorporate the computer into their everyday routines, as well as to exploit the many resources that the "Information Age" has to offer. The private sector has taken advantage of the rapid advances in technology during the past decade, and has spearheaded the development of software. Educators, unfortunately, are often in the position of catching up with the advances already made by others. The potential of technology to actively engage students, to shift the role of the student from passive to active, and to individualize learning has already made its mark on some classrooms. There is a great need for training in both the available tools

of technology and in the process of using technology. This will require careful thought and advance planning.

The MRC this year has increased its participation in workshops and day-long institutes with a variety of technologically oriented activities. Since October 1994, we have provided workshops in Computer Assisted Instruction; Exploring the Web: the Internet for Teachers; and Site-Seeing on the Internet. Additionally, we have visited a number of districts (e.g., Union City, New Jersey and Harrison County, West Virginia) to see how they have used technology, and have held planning meetings with SEAs and LEAs to explore additional ways of helping teachers use available technology to assist in instruction.

Appendix A

Summary Reports of MRC Activities

Report of Major Training and Assistance Activities
From 10/01/92 to 03/31/96

Number of Activities by State: All States

Washington, D.C.	55
Delaware	15
Kentucky	36
Maryland	54
New Jersey	29
Ohio	47
Pennsylvania	53
Virginia	22
West Virginia	3
Other	62
Total	376

Content Area of Service:

Curriculum/Instructional Materials	38
Educational Technology	11
Methods of Instruction	88
Parent Involvement	14
Program Administration	14
Program Design	28
Theory/Research to Practice	36
Planning	62
Other	85

Type of Activity:

Single District/Client	211
Multidistrict	44
Statewide/Regional	57
National	52
Initial Activity	244
Follow-up Activity	120

Mode of Service (Training/Technical Assistance/Coordination):

Training - Core Workshop	137
Training - Topic Sequential Workshop	32
Training - Speech	5
Training - Exchange	4
Training - Other	40
Technical Assistance - Consultation	37
Technical Assistance - Planning	59
Technical Assistance - Other	20
Coordination	67

Report of Major Training and Assistance Activities
From 10/01/93 to 08/31/94
State: All States
Continued

Participants:

Number of Title VII Participants	2318
Number of Non-Title VII Participants	4799
Number of Funding Unavailable Participants	795
Total Number of Participants	7912
Number of Teachers	3499
Number of Aides	411
Number of Students	170
Number of Parents	495
Number of Project Directors	741
Number of Other Administrators	1545
Number of Others	584
Number of Funding Unavailable	467

Level of Participants:

Number of LEA	5611
Number of SEA	282
Number of IHE	254
Number of Others	945
Number of Level Unavailable	820

Report of Quick Action
From 10/01/93 to 08/31/94

Number of Activities by State: All States

Washington, D.C.	824
Delaware	199
Kentucky	202
Maryland	625
New Jersey	320
Ohio	437
Pennsylvania	405
Virginia	355
West Virginia	104
Other	673
Total	4144

Appendix B

Activities with Superintendents

MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL

The Mid-Atlantic Superintendents' Leadership Council was created in response to the need for leadership and advocacy at Local, Regional, and National levels in the presentation of issues concerning the education of linguistically and culturally diverse students. It is the challenge and mission of the Mid-Atlantic Superintendents' Leadership Council to open all lines of communication between schools and ethnolinguistic communities by expanding staff sensitivity, by encouraging parental involvement, by expanding social services and providing early childhood and family literacy programs, wherever possible. The Council resolves to share information about successful practices and to coordinate, wherever appropriate between Chapter 1 and other programs which serve the manifold needs of language minority students.

The Council will celebrate its second annual Superintendents' Institute in the Fall of 1994. All interested superintendents in the Mid-Atlantic Region are invited to join our efforts on behalf of Language Minority students. Please express your interest by contacting your superintendent representative for additional information.

Mr. Thomas Highton (Co-Chair)
Union City School District
Union City, NJ
Tel.: (201) 348-5851 or 5852

Dr. Iris Metts (Co-Chair)
Christina School District
Newark, DE
Tel.: (302) 454-2000

Dr. Evelyn Holman
Wicomico Co. Public Schools
Salisbury, MD
FAX: (410) 543-4279

Dr. Jack C. Van Newkirk
York City Public Schools
York, PA
Tel.: (717) 845-3571

Dr. Ray Washington
Hampton City Schools
Hampton, VA
Tel.: (804) 850-5223

Dr. Joseph Wisniewski
Weehawken School District
Weehawken, NJ
Tel.: (201) 867-2243

Dr. James A. Williams
Dayton Public Schools
Dayton, OH
Tel.: (513) 461-3002

Dr. Ronald C. Haun
Fort Knox Community Schools
Fort Knox, KY
Tel.: (502) 624-7853

Dr. Jack C. Dulaney
Monongalia Co. Public Schools
Morgantown, WV
Tel.: (304) 291-9210

Mid-Atlantic Superintendents' Leadership Council
c/o Dr. Tran Huong Mai, Director
COMSIS Multifunctional Resource Center (MRC)
8737 Colesville Road, Suite 900, Silver Spring, MD 20910
Telephone: 301-588-0800 Fax: 301-588-5922

M R C

Multifunctional

Resource

Center

MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL

MISSION STATEMENT

*It is the philosophy of the **MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL** that leadership and advocacy at Local, Regional and National levels is an essential component for effective schooling of all students and that issues concerning the optimal education of linguistically and culturally diverse students must be at the forefront of comprehensive and equitable planning. The Council's mission is to provide the means whereby lines of communication between communities and the schools are always open.*

The Council considers information sharing and dissemination regarding successful practices, funding sources, and coordinated efforts of Chapter 1 and other programs for linguistically and culturally diverse students a major thrust in its efforts. The Council will disseminate this information to its members by means of a yearly Institute and occasional papers.

COUNCIL OBJECTIVES

Leadership and advocacy, at local Regional, and National levels, in the presentation of issues concerning the education of language minority students.

Information sharing and awareness about successful practices for meeting the needs of language minority students.

Coordination between Chapter I and other programs serving the needs of language minority students.

Establish and open the lines of communication between schools and the ethnolinguistic communities by:

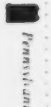
- *expanding staff sensitivity to cultural differences*
- *encouraging parental involvement*
- *expanding social services*
- *providing early childhood and family literacy programs*

Develop and facilitate meaning opportunities for professional growth.

Exploring new funding sources for Language Minority Students.

8737 Colesville Road, Suite 900, Silver Spring, Maryland 20910

301-588-0800, 1-800-228-9725, FAX 301-588-5922



Superintendents' Institute
September 22-24, 1993
The Homestead
Hot Springs, VA

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Promoting Effective Leadership for Educating Language Minority Students

Superintendents'
Task Force Members

Jack C. Dulaney
Monongalia County Public Schools

Thomas Highton
Union City School District

Iris Metts
Christina School District

Tran Huong Mai
COMSIS - MRC 3

Jack Van Newkirk
York City Public Schools

Franklin Smith - David Burket
DC Public Schools

Mid-Atlantic Superintendents' Leadership Council
c/o Dr Tran Huong Mai, Director
COMSIS Multifunctional Resource Center (MRC)
8737 Colesville Road, Suite 900, Silver Spring, Maryland 20910

Mid-Atlantic Superintendents' Leadership Council

Council Objectives

Leadership and advocacy, at Local, Regional and National levels, in the presentation of issues concerning the education of language minority students.

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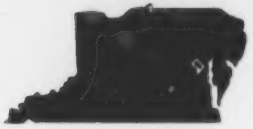
Exploring new funding sources for Language Minority Students.

Institute Program



Wednesday, September 22, 1993

6:30 - 7:30 PM
Regency Room, Reception

7:30 - 7:50
Regency Room, ***Welcome:*** *Tran Huong Mai*
Orientation: *Thomas Highton, James Connelly*

7:50 - 9:30
Dining Room, Dinner

Thursday, September 23, 1993

7:30 - 8:15 AM
Dining Room/Room Service, Breakfast

8:30 - 9:45
Dominion Room, ***Introduction:*** *Tran Huong Mai*
Keynote Speaker: *Anne Lewis -* ***Impact of Changing Demographics on Programs for Language Minority Students***
Facilitator: Jack Van Newkirk

9:45 - 10:00
Break

10:00 - 11:30
Dominion Room, ***Panel Discussion : Language Minority Students: Equity, Standards and Assessment Issues.*** *Charlene Rivera, Charles Smailer*
Facilitator: Iris Metts

11:30 - 1:15 PM
Dominion Room, ***Panel discussion: Equity and Standards: State Initiatives: Impact on Language Minority Programs and Services***
Myrna Delgado, Daniel Fleck, Thomas Rubino, Sharon Saez
Facilitator: Thomas Highton

1:15 - 2:30
The Grill Room, Sam Snead's Tavern, Cafe Albert
Lunch (as you choose)

2:30 - 4:00
Dominion Room, ***Information and Sharing Session:*** *HOSTS: Utilizing Technology and Mentoring: a positive impact on Motivation, Language Development and Achievement.* ***Speaker:*** *Bill Gibbons*
Successful Programs for Language Minority Students
Franklin Smith, Jack Van Newkirk, Joseph Wisniewski

4:00 - 4:15
Break

4:15 - 5:30
Dominion Room, ***Informal Networking: Program Improvements, Superintendents' Role in Programs for Language Minority Students.*** *Jack Dulaney, James Connelly*

6:00 - 7:00
Empire Room, Reception

7:00 - 9:00
Empire Room, Dinner
Speaker: *Rene Gonzalez*
Facilitator: Iris Metts

Friday, September 24, 1993

7:30 - 8:30 AM
Dining Room/Room Service, Breakfast

8:30 - 9:45
Dominion Room, ***Organization Meeting: Goals, Objectives, Directions.*** *Thomas Highton, Iris Metts, Joseph Wisniewski*

9:45 - 10:00
Break

10:00 - 11:45
Dominion Room, ***Panel Discussion: Accessing Resources to Enhance Language Minority Programs***
Mary Jean Le Tendre, Rene Gonzalez
Facilitator: Thomas Highton

12:00 - 2:00 PM
Crystal Room, Lunch
Speaker: *To be announced*
Facilitator: Jack Dulaney

2:15 - 2:30
Crystal Room, ***Wrap Up and Evaluation***
Leadership Council Task Force Representatives
Facilitator: Jack Dulaney

Second Annual Institute
September 22-25, 1994
Cascades Meeting Center
Williamsburg Woodlands
Williamsburg, Virginia

From Rhetoric to Reality:
Goals 2000, Standards,
Equity and the LEP Student

Superintendents'
Task Force Members

Jack C. Dulaney
Monongalia County Public Schools, WV

Thomas Highton
Union City School District, NJ

Iris Metts
Christina School District, DE

Tran Huong Mai
COMSIS - MRC 3

Jack Van Newkirk
York City Public Schools, PA

Franklin Smith - David Burket
District of Columbia Public Schools

Joseph Wisniewski
Weehawken School District, NJ

Mid-Atlantic Superintendents' Leadership Council
c/o Dr. Tran Huong Mai, Director
COMSIS Multifunctional Resource Center (MRC)
8737 Colesville Road, Suite 903, Silver Spring, Maryland 20910

Institute Program

Thursday, September 22, 1994

6:30 - 7:30 PM
Reception

Welcome: *Tran Huong Mai, Director*
COMSIS: MRC-3

Greetings from Secretary Riley and Eugene Garcia
Dang Pham, Deputy Director, OBEMLA

Greetings from the Governor of Virginia
Wilbert Bryant, Deputy Secretary of Education, Office of the Governor

7:45 - 9:30
Dinner

Friday, September 23, 1994

7:30 - 8:30 AM
Breakfast:
Overview of the Conference
Iris Metts, Superintendent
Christina School District, Delaware

8:30 - 10:00
Panel Presentation I: ***Implementing Goals 2000: The Federal Agencies and School Reforms***
Ken Nelson, Executive Director, National Goals Panel
Mary Jean LeTendre, Director
Compensatory Programs, U.S. Dept. of Education

Moderator: Franklin Smith, Superintendent
District of Columbia Public Schools

10:00 - 10:15
Break

Friday, September 23, 1994 (continued)

10:15 - 11:00
Concurrent Poster Sessions:
Using Technology to Maximize Learning

- *The Bell Atlantic Project*
  Rod Bowers, Representative, Bell Atlantic

- *The District of Columbia Public Schools*
  Franklin Smith, Superintendent, District of Columbia Public Schools

- *Resources in Cyberspace*
  Richard Lutz, Education Specialist, COMSIS: MRC-3

- *Multicultural Science*
  James Perkins, President, CSY, Inc.

11:00 - 12:30 PM
Systemic Change & Equity: Coalition of Essential Schools
Sam Billups, Assistant Professor
Delaware State University

Moderator: Jack Dulaney, Superintendent
Monongalia School District, West Virginia

12:45 - 2:00
Lunch

2:00 - 4:00
Panel Presentation II: ***States' Perspectives on National Standards: Implications for the LEP Population***
Delaware: Iris Metts, Superintendent
Christina School District
Ohio: Hazel P. Flowers, Director
Student Development, Ohio Department of Education
Pennsylvania: Joseph Bard, Commissioner for Elementary and Secondary Education
West Virginia: Jack Dulaney, Superintendent
Monongalia School District

Moderator: Jack Van Newkirk, Superintendent
York City School District, Pennsylvania

Dinner (unscheduled)

Saturday, September 24, 1994

7:30 - 8:15 AM
Breakfast

8:15 - 9:00
Introduction of Speaker
Jack Van Newkirk, Superintendent
York City School District, Pennsylvania

Legislative Guidelines:
Trends and Expectations for Servicing English Language Learners
Honorable Bill Goodling, Congressman
19th Congressional District, Pennsylvania

9:00 - 10:00
Exemplary Practices
Marcia Knoll, Assistant Superintendent
Valley Stream School District, Long Island, New York

Moderator: Joseph Wisniewski, Superintendent
Weehawken School District, New Jersey

10:00 - 11:30
Information Exchange:
Discussion with New England Superintendents
Peter Negroni, Superintendent
Springfield School District, Massachusetts
James Connelly, Superintendent
Bridgeport City Schools, Connecticut

Moderators: Iris Metts, Superintendent
Christina School District, Delaware
Tom Highton, Superintendent
Union City Schools, New Jersey

11:30 - 1:00 PM
Luncheon Meeting and Wrap-up:

Introduction of Speaker
Tran Huong Mai, Director, COMSIS: MRC-3

ESEA 1994: Achieving Equity
Eugene Garcia, Director, OBEMLA

Closing Remarks
Jack Van Newkirk, Superintendent
York City School District, Pennsylvania

Mid-Atlantic Superintendents' Leadership Council

Council Objectives

Leadership and advocacy, at Local, Regional and National levels, in the presentation of issues concerning the education of language minority students.

Information sharing and awareness about successful practices for meeting the needs of language minority students.

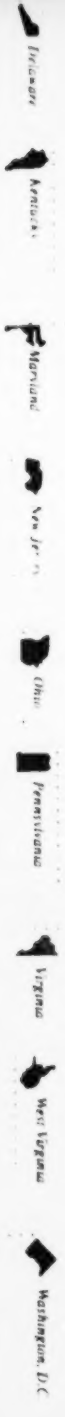
Coordination between Chapter 1 and other programs serving the needs of language minority students.

Establish and open the lines of communication between schools and the ethnolinguistic communities by:

- *Expanding staff sensitivity to cultural differences*
- *Encouraging parental involvement*
- *Expanding social services*
- *Providing early childhood and family literacy programs*

Develop and facilitate meaningful opportunities for professional growth.

Exploring new funding sources for Language Minority Students.



Third Annual Institute
September 17 - 19, 1995
Williamsburg Marriott Hotel
Williamsburg, Virginia

Keeping Children First:
The Changing Politics
of Education

Tuesday, September 19, 1995

7:30 - 8:30 AM **Lounge F**
BREAKFAST

8:30 - 9:45 AM **Room 11**
Major Presentation
Keeping Children First:
Roles and Expectations in a Cycle of Change

Speaker: Robert Slavin, Director, Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University

9:45 - 10:00 AM **Room 11**
E-mail Network and
WWW Page for Superintendents
Iris Metts, Christina School District, DE

10:00 - 10:15 AM
Break

10:15 - 11:30 AM **Room 11**
Sharing Session
Evaluating Principals in an Era of Political Change

Session Leaders:
Jack Dulaney, Monongalia County Schools, WV
David Burket
District of Columbia Public Schools, DC

11:30 AM **Room 11**
Wrap-up: Joe Schneider, AASA

12:00 PM **Lounge F**
LUNCH

Speaker: The Honorable
Robert Menendez, Congressman
13th Congressional District, NJ (Invited)

Mid-Atlantic Superintendents' Leadership Council

Council Objectives

Leadership and advocacy, at local, regional and national levels, in the presentation of issues concerning the education of language minority students.

Information sharing and awareness about successful practices for meeting the needs of language minority students.

Coordination between Title I and other programs serving the needs of language minority students.

Establish and open the lines of communication between schools and the ethnolinguistic communities by:

- *Expanding staff sensitivity to cultural differences*
- *Encouraging parental involvement*
- *Expanding social services*
- *Providing early childhood and family literacy programs*

Develop and facilitate meaningful opportunities for professional growth.

Explore new funding sources for language minority students.

Institute Program

Sunday, September 17, 1995

5:00 - 6:30 PM **President's Hall**
Reception

Welcoming Remarks
Tran Huong Mai, COMSIS MRC-3
Dang Pham, Deputy Director, OBEMLA
James Kent, Superintendent of Schools
Williamsburg, VA

6:30 - 7:30 PM
The Education Alliance and COMSIS MRC Players

7:30 PM **President's Hall**
DINNER

Introduction of Speaker
Jack Van Newkirk, York City School District, PA

Greetings
The Honorable Bill Goodling, Congressman
19th Congressional District, PA (Invited)

Monday, September 18, 1995

7:30 - 8:30 AM **Lounge F (next to Room 11)**
BREAKFAST

Overview of the Institute
Iris Metts, Christina School District, DE

8:30 - 10:00 AM **Room 11**
Opening Session

The Changing Politics of Education:
The Federal Perspective
Featured Speaker: Alicia Coro, Division of
Elementary and Secondary Education
U.S. Department of Education

10:00 - 10:15 AM
Break

10:15 - 12:15 PM **Room 11**
Interactive Discussion:
Political Realities of School Reform

Discussion Leader:
Ray Cortines, New York City Schools, NY (Invited)

Discussants:
Stephen Daeschner
Jefferson County Public Schools, KY
Peter Negroni, Springfield School District, MA
Carol Parham
Anne Arundel County Public Schools, MD
Franklin Smith
District of Columbia Public Schools, DC

12:15 - 1:30 PM **Lounge F**
LUNCH

Recognition of the Mid-Atlantic Superintendents'
Leadership Council Executive Committee

Recognition of Joseph Wisniewski, Retired
Superintendent, Weehawken School District, NJ

1:30 - 3:30 PM **Room 11**
Discussion Group

The Implications of Consolidated-Grant Funding
for LEP and Educationally At-Risk Students

Discussion Leader: Lonnie Duke, SuperTeams, Inc.

Discussants:
Robert Kittle, Harrison County Schools, WV
Ray McNulty, Windham Southeast School District, VT
Joseph Wisniewski, Weehawken School District, NJ
Val Woodruff, Department of Public Instruction, DE

3:30 - 5:00 PM **Lounge A-B**
Meeting among New England, New York and
Mid-Atlantic Superintendents' Councils

Discussion Leaders:
Jim Connelly, Bridgeport City Schools, CT
Thomas Highton, Union City Schools, NJ
Iris Metts, Christina School District, DE
Phil Zarlengo, Education Alliance
Brown University, RI

6:30 PM **Williamsburg Marriott**
COCKTAILS AND DINNER
Sponsored by the Computer Curriculum Corporation

Executive Committee of the Mid-Atlantic Superintendents' Leadership Council

Jack C. Dulaney
Monongalia County Schools, WV

Thomas Highton
Union City Schools, NJ

Sam Meek
Talbot County Public Schools, MD

Iris Metts
Christina School District, DE

Tran Huong Mai
COMSIS - MRC 3

Jack Van Newkirk
York City School District, PA

Franklin Smith - David Burket
District of Columbia Public Schools, DC

Joseph Wisniewski
Weehawken School District, NJ

COMSIS Multifunctional Resource Center Staff

Maria Derrick-Mescua

Sherry R. Migdail

G. Charlene Nee

Nguyen Ngoc Bich

Tana Paddock

Jeffrey H. Schwartz

Tran Huong Mai

Mid-Atlantic Superintendents' Leadership Council
c/o Dr Tran Huong Mai, Director
COMSIS Multifunctional Resource Center (MRC
8737 Colesville Road, Suite 900, Silver Spring, Maryland 20910

Appendix C

Selected MRC Institute Program

Appendix C

Selected MRC Institute Program

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

Maria Derrick-Mescua and Jeffrey H. Schwartz
Education Specialists

SECOND LANGUAGE ACQUISITION

Facilitating Content and Language Learning in the Classroom

Brandywine School District

January 10, 1996

GOAL

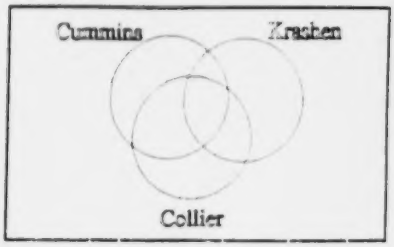
Participants will be able to develop or modify a lesson that facilitates content and language learning by second language learners in their classrooms using one or more of the techniques presented.

AGENDA

- しょうかい と せつめ
  Introductions and overview
- アメリカ の れくし の レッソン
  U.S. History lesson
- *Considerations, research, techniques and strategies*
- *Lesson design: What fits in my classroom?*
- *Idea sharing and evaluation*

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, Maryland

Second Language Acquisition Theory and Implications



Jim Cummins, Stephen Krashen and Virginia Collier have proposed theories of second language acquisition pertinent to educators. We have combined below Cummins' description of the attributes of second language, especially useful in the classroom; Krashen's model of how we acquire second languages; and Collier's way of organizing instruction for second language speakers into three dimensions: linguistic, sociocultural and cognitive/academic. Please refer to their works in the attached bibliography for details on their ideas.

LINGUISTIC DIMENSION describes the nature of language and how we learn languages.

What is language?

sound system (phonology)
grammar rules (syntax)
meaning; vocabulary (semantics)
thought patterns (discourse)
social context

receptive skills: listening, reading
productive skills: speaking, writing

Support language acquisition with materials and activities that encourage students to use language

- use whole language, real literature
- use cooperative learning and other student centered group strategies
- limit formal teaching of grammar, which often hinders more than it helps

Basic interpersonal communication skills (BICS) - language used to converse face-to-face with a classmate or teacher; to write a basic letter to a friend; to read street signs or labels

Cognitive academic language proficiencies (CALP) - language used in school; includes listening, speaking, reading, writing in all academic subjects at increasing levels of complexity in the higher grades.

How long does it take to acquire our first language?

our entire lives: we begin with oral language before school, continue to expand knowledge during school, and continue in college and as adults to improve in speaking and writing, in learning discipline specific vocabulary.

How long does it take to acquire our second language?

Second language acquisition, like first language acquisition, is a complex, lifelong process; it is zigzag, not linear; students learn to use linguistic forms through exposure to them over time and in many contexts.

- oral BICS 2-5 years
- CALP 4-10 years
  MINIMUM of 4-7 years even for highly motivated, advantaged students.

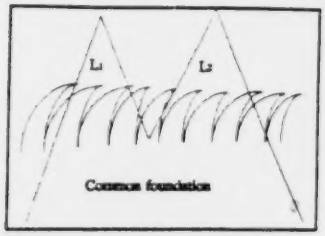
Support native language development as much as possible:

- encourage students to enter bilingual programs when available
- enlist bilingual aides, parents, volunteers to help in the classroom
- have bilingual dictionaries, textbooks, literature available
- encourage students to use their native language to discuss concepts, teach other students their language

If students are taught in their second language only, it takes 7-10 years for 4-7 year old students with no prior literacy in their first language to reach 50th percentile in English reading. While students are learning basic English skills, their English-speaking classmates are advancing in academic content - the Language Minority students miss content as they are developing language ability in English.

How are first and second languages related?

On the surface languages appear different, but, like the peaks of an iceberg, they have a common and hidden base that extends quite deep in our subconscious mind.



How do we learn languages?

We:

- **acquire languages** rather than learn them. the unconscious acquisition of language is usually faster and more effective than the conscious learning of language.
- follow a **natural order** - first a silent period, then, in English: -ING progressive suffix, auxiliary TO BE (he *is* going), irregular past, third person singular present tense -s suffix
- **monitor** - When focussed on language as opposed to content, students screen output for linguistic correctness. Excessive monitoring produces verbal paralysis.
- get **comprehensible input** - Natural spoken language in the classroom supports language acquisition; English that is made comprehensible, natural, interesting, useful for meaningful communication, and roughly one step beyond the learner's present level of proficiency
- have an **affective filter** - when our emotions run high, acquisition and learning become more difficult.

Modify classroom language so that it is meaningful to a language minority student.

- focus on the here and now, use gestures and facial expressions, a great variety of visual aids
- shorten sentences
- insert pauses, rephrase when asked to repeat
- focus on communication rather than on correcting grammatical errors
- use texts in readable, natural English
- use readings which are cognitively appropriate for a student's maturity level
- use readings which connect to students' prior experiences and knowledge
- include visual as well as verbal support for key concepts: diagrams, maps, charts, manipulatives, instructional technology, role play, pantomime
- build in time for speaking with classmates, both socially and in cooperative learning activities
- assign writing involving feedback from peers and teachers

SOCIOCULTURAL DIMENSION is just as important to second language acquisition and school success as the linguistic and cognitive dimensions, perhaps more so. It affects the way we perceive the world and how we respond to it. Key elements are:

Student - past experiences, amount of past schooling, socioeconomic status past and present

School - competitive or cooperative school environment, affirmation or denigration of first languages and cultures, valuing of affective or emotional side of learning

Societal - social and psychological distance between first and second language speakers, perceptions of each group, inter-ethnic relations, cultural stereotyping, intergroup hostility, social hierarchy, patterns of assimilation or acculturation

What conditions are critical for second language acquisition?

- learners who realize they need to learn the target language and are motivated to do so;
- speakers of the target language who speak it well enough to support learners;
- a social setting which brings learners and speakers together for a period of time sufficient to promote language learning.

all 3 conditions are necessary; if any is missing, language learning will be difficult or impossible

Every lesson should include both social and academic language development:

- begin with activities which stimulate the students' experiences and prior knowledge of the topic
- include activities for students to work together on the topic

Structure classes to be highly interactive:

- student problem-solving and discovery learning
- thematic experiences across the curriculum
- cooperative learning - teachers are an important source of language input for students, but peers are the most effective teachers

COGNITIVE/ACADEMIC DIMENSION refers to both how we learn and what we learn. It includes:

- developmental stage/zone of proximal development (ZPD)
- internalization of language rules, associative skills, memory, social knowledge, inferential skills, analytical skills
- long/short term memory
- cognitive style
- learning strategies: metacognitive, cognitive, social/affective
- academic development

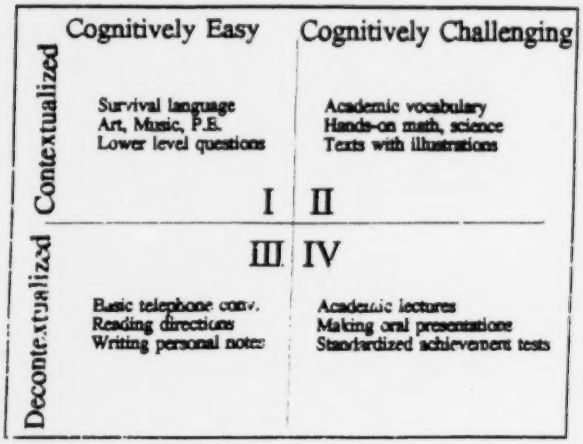
While students are learning to use academic English in school, foster continued uninterrupted cognitive and academic development in their first language.

- support bilingual programs and encourage student participation
- encourage bilingual school staff to communicate with students
- use volunteer tutors proficient in students' first languages
- provide books, dictionaries, and other resources in students' first languages
- build partnerships with parents to continue language/cognitive development in L1
- invite community members into the school as resources
- encourage social use of language outside of classes
- provide family literacy, math, and science programs in evenings or weekends

Why do students find some subjects easier than others?

Some aspects of school are cognitively easy, and others are quite challenging.

From another viewpoint, aspects of school are highly contenxtualized (concrete) or decontextualized (abstract).



How does learning in the first language support learning in the second?

- Many linguistic, cognitive and academic skills learned in the first language transfer into the second language - academic skills, literacy, concept formation, subject knowledge, learning strategies.
- Literacy development in the first language is crucial to academic success in the second language; continuing, uninterrupted cognitive development in the first language is crucial to high levels of academic development in the second language.

After students have sufficient English to fully participate in all classes, continue to actively facilitate language development.

- encourage students to seek out situations where they can use their native language
- enlist students as tutors for foreign language students
- enlist students as tutors and mentors for newly arrived language minority students

THE BOTTOM LINE: Teaching English through content using thematic, interdisciplinary approaches fosters cognitive/academic, linguistic and sociocultural growth:

cognitive/academic: develops problem-solving and management of learning skills: hands-on and multisensory activities support understanding of content in English, the second language

linguistic: develops knowledge and practice in using academic vocabulary and grammatical forms

sociocultural: collaborative, student-centered instruction supports quantities of academically focussed language practice with Language Minority students' peers, their primary language models

FACILITATING LEARNING WITH LINGUISTICALLY DIVERSE STUDENTS

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MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

LANGUAGE DEVELOPMENT LESSON PLAN

DEVELOPERS: _____
(names and schools)

SUBJECT/THEME: _____ GRADE/LEVELS: _____

COGNITIVE/ACADEMIC OBJECTIVE:	
LINGUISTIC OBJECTIVE:	
SOCIAL/CULTURAL OBJECTIVE:	
ACTIVITY/STRUCTURE:	ROLES:
MATERIALS:	MODEL (if needed):
DIRECTIONS:	
INDIVIDUALIZATION:	
TIME SPONGE:	QUESTIONS/CLOSURE:
GROUP PROCESSING:	

Derrick-Mescua/Schwartz
January 1996

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

Jeffrey H. Schwartz
Education Specialist

SECOND LANGUAGE ACQUISITION

Facilitating Content and Language Learning in the Classroom

part 2

Brandywine School District

March 20, 1996

OBJECTIVES

Participants will be able to:

- Describe adaptations to instructional materials, strategies and techniques that recognize and validate the various cultures in their classrooms and society;
- Select instructional materials that facilitate content and language acquisition by second language learners; and,
- Describe ways in which materials and activities used in their classroom can be used to assess and monitor progress of second language learners.

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, Maryland

SECOND LANGUAGE ACQUISITION

Facilitating Content and Language Learning in the Classroom

part 2

AGENDA

- しょうかいと せつめ
  Introductions and overview
- にほんの ぶんかの レッソン
  Japanese Culture lesson
- *Adapting instruction to meet cultural needs*
- *Selecting materials to meet cultural, linguistic and academic needs*
- *Using instruction to monitor progress*

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, Maryland

MULTICULTURAL/MULTILINGUAL RESOURCES FOR TEACHERS

Publishers / Distributors*

Addison-Wesley / Longman
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10 Bank Street
White Plains, NY 10606-1951
Tel: 800-862-7778
Fax: 914-997-0112

ALTA ESL Resource Center
(Distributor of books and materials for English language learners)
14 Adrian Court
Burlingame, CA 94010
Tel: 800-ALTA/ESL
415-692-1285
Fax: 415-692-1285

Athelstan
(Language learning software and related teacher references)
2476 Bolsover, Suite 464
Houston, TX 77005
Tel: 713-523-2837
Fax: 713-523-6543

Chariot Software Group
(Commercial products, shareware and public domain software for Macs)
3659 India Street, Suite 100C
San Diego, CA 92103
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CA: 619-298-0202

Computer Curriculum Corporation
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Fax: 408-745-0285

Delta Systems Co., Inc.
(ESL/foreign language distributors)
1400 Miller Parkway
McHenry, IL 60050-7030
Tel: 800-323-8270
IL: 815-36-DELTA
Fax: 815-36-FAXIT

Educational Activities
(Videos, software, workbooks and other supplemental resources, many bilingual)
P.O. Box 392
Freeport, NY 11520
Tel: 800-645-3739
NY: 516-223-4666

Hampton-Brown Books
(Bilingual/multicultural books, tapes and resources, many thematically grouped)
P.O. Box 223220
Carmel, CA 93922
Tel: 800-333-3510
Fax: 408-384-8940

Heinle & Heinle
(Specialized publisher of language materials)
20 Park Plaza
Boston, MA 02116
Tel: 800-237-0053
617-451-1940

Kennedy Center Publications
Brigham Young University
(Culturgrams)
P.O. Box 24538
Provo, UT 84602-4538
Tel: 800-528-6279

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*Inclusion in this list is not an endorsement of any particular company, group or product. This list is by no means complete or comprehensive, but is only provided as a guide to some of the resources available.

MULTICULTURAL/MULTILINGUAL RESOURCES FOR TEACHERS

Multicultural Distributing Center
(Books and other resources in a variety of languages)
800 North Grand Avenue
Civina, CA 91724
Tel: 818-859-3133
800-LEP-HELP
Fax: 818-859-3136

National Dissemination Center
(Bilingual/multilingual publications and professional resources)
417 Rock Street
Fall River, MA 02720
Tel: 508-678-5696

Sunburst
(Educational software and multimedia materials)
101 Castleton Street
P.O. Box 100
Pleasantville, NY 10570-0100
Tel: 800-321-7511
Fax: 914-747-4109

Tom Snyder Productions
(English and bilingual software for simulations, cooperative activities; content area)
80 Coolidge Hill Road
Watertown, MA 02172-2817
Tel: 800-342-0236

The Wright Group
(Whole language materials, Pre K - 8)
19201 120th Avenue NE
Bothell, WA 98011-9512
Tel: 800-523-2371
Fax: 206-486-7868

EFFECTIVE BILINGUAL AND ESL PROGRAMS

Red Clay District, Delaware
February 22, 1996

4:00 p.m.	Welcome by Ms. Carmen D. Monzon Supervisor for Bilingual Education Red Clay Consolidated School District
	Introduction of Program by Sr. Margaret Loveland Education Specialist, Bilingual & ESL Programs Delaware Department of Public Instruction
4:15	Getting Acquainted: "What do we expect to get from the training?"
4:45	Sherry A. Migdail: Introducing the group exercises
	Group discussion of exercises
	Reporting on the results of the group discussions
	Reacting to the reports
	Building a consensus as to what is needed
5:30	Sherry A. Migdail: "What is Second Language Acquisition?"
6:00	DINNER
6:30	Nguyen Ngoc Bich: "Decision!" Exercise
	ESL Curriculum and Instruction Models: - Elementary Level (Structured immersion, ESL Through Content Areas, ESL Pullout) - Secondary Level (ESL Pure and Simple, ESL Through Content Areas or Sheltered English)
	Bilingual Instruction Programs: - Transitional (or Early-Exit) Bilingual Programs - Maintenance (or Late-Exit) Bilingual Programs - Two-way (or Developmental) Bilingual Programs
7:30	Wrap-up and Evaluation

DR. SHERRY R. MIGDAIL
LEARNING LANGUAGE;
USING LANGUAGE TO LEARN

FIRST AND SECOND LANGUAGE ACQUISITION

	FIRST LANGUAGE	SECOND LANGUAGE
1.	Time is not a factor. A child's language will develop at his/her own pace	1. Time is a factor. Child needs often to "catch up" to peers.
2.	First language is always rewarded at home by parents	2. Second language may not be used or understood at home.
3.	First language is spoken at home and it is readily available for use	3. Language environment is divided; New language usage limited
4.	Reinforcement is always present; frustration is minimal	4. Frustration may be a constant factor; Speech production may be minimal
5.	Words and phrases are frequently repeated; concepts are easily formed	5. Concept formation will be slower in second language; words and meaning need to be internalized
6.	There is no word-by-word learning; No concerns or frowns from parents	6. Every word may be critical for meaning. Teacher may not be pleased with progress.
7.	Affective needs for language learning are always met by family	7. First language may diminish in importance; parents frustrated.
8.	Shyness to speak is accepted; often older sibling mitigate shyness by filling in words.	8. Shyness may result from fear of adverse criticism and/or from the "silent period" of language learning
9.	Failure is not a possibility.	9. A feeling of failure due to perceived lack of progress is often pervasive
10.	Learning the language is a full time occupation. Child listens to his/her language synthesizing and drawing up rules of usage with all necessary social implications	10. Second language learning takes place often before first language is mastered; oral skills (expressive) develop and receptive skills lag behind. (BICS/CALP distinction).

Dr. Sherry R. Migdail

Language Learning

1. How do children learn their first language?

   a. Language is species specific, uniquely human trait

Phonology:	sounds and sound systems
Morphology:	word formation rules
Syntax:	phrases, sentences
Semantics:	mapping meaning onto language
Literacy:	a secondary system imposed onto language

   b. All normal children acquire language in roughly the same way and the same order:

   Babbling
   One word utterances
   Two word utterances
   Telegraphic speech
   Predictable order of development of sentences

   c. Language learning is creative: rules are figured out

2. How does learning a second language differ from the first?

   Conditions are much more variable

   Age of arrival - cognitive development
   Learning vs. acquisition
   Contact hours
   Setting: Instructional methods
   Motivation
   Personality: Silent Period
   Role of the first language

3. What is the best learning environment?

   a. Context rich in visual clues, objects, pictures verbal play and games

   b. Encouragement and receptivity through motivation and modeling rather than error correction

c. Encourage students to ask for clarification

d. Encourage active learning, active listening and open endedness: avoid "yes" "no" possibles

e. Don't stress speaking activities until students feel comfortable

f. Use vocabulary and familiar concepts while you encourage learning synonyms: expression and intonation are important

3. **What can the teacher learn from the child's performance?**
Home Runs and Errors: What Your Students' Work Can Teach You

a. To identify problem areas, especially areas where communications break down;

b. To identify your students' strengths, especially the strategies which they use which allow them to communicate effectively;

c. To provide feedback to students about how accurate and effective their language skills are;

d. To help us understand how our students learn language, and improve our teaching strategies.

What do errors tell us about language learning?

a. Errors are inevitable--they will occur despite the best teaching techniques and the brightest students;

b. Errors not only show us what students have yet to master, but reflect the assumptions and guesses which guide students in learning the rules of the language;

c. Errors show us how advanced a student is toward the goal of acquiring the language.

Dr. Sherry R. Migdail

Where do errors come from?

a. Transfer Errors: previous knowledge, including the student's own first language:
E.g., "the boy skinny" from Spanish "el chico flaco"
Arabic speaker: "bilastik" 'plastic'
Spanish speaker: "fussy" 'fuzzy', "freese" 'freeze'

b. Developmental errors: simplifying a complex system:
E.g., "The woman goed to work." (overgeneralization)
"He's washing hisself." "She got a books."
Fossilized errors: persist over time, but relatively few.

c. Communicative strategies of students:
"No look my card.
"DON'T look my card."

"This is a _____." (books, milk, etc.)

Aren't all errors bad?

Communicative effect of an error: global versus local

"English language use much people."
1. The English language use much people.
2. English language use many people.
3. Much people use English language. <---

IN SUM:

GIVE ENCOURAGEMENT

CREATE LOW RISK ENVIRONMENT

PROVIDE CONCRETE EXPERIENCES

PROVIDE MEANINGFUL ACTIVITIES

COMPREHENSIBLE INPUT

SLOW DOWN SPEECH; TRY TO SPEAK A STANDARD DIALECT

REPEAT AND REPHRASE FOR REINFORCEMENT

CHALLENGE STUDENTS TO GO BEYOND WHERE THEY ARE

Dr. Sherry R. Migdail

(adapted from V. Collier. **Promoting Academic Success for ESL Students.1995. NJTESOL.**

Essentially the research indicates that:

1. ***SECOND LANGUAGE ACQUISITION IS A COMPLEX PHENOMENA, A LIFELONG PROCESS WITH MANY PARALLELS WITH FIRST LANGUAGE ACQUISITION.***

2. ***MANY ERROR PATTERNS ARE PREDICTABLE ACROSS ALL LEARNERS, REGARDLESS OF THEIR FIRST LANGUAGE OR THE FORMAL INSTRUCTION GIVEN TO THEM IN THE SECOND LANGUAGE.***

3. ***ESL STUDENTS PASS THROUGH GENERAL DEVELOPMENTAL STAGES COMMON ACROSS ALL SECOND LANGUAGES.***

4. ***THE PROCESS OF SECOND LANGUAGE LEARNING IS NOT LINEAR: FORMAL TEACHING DOES NOT SPEED UP THE PROCESS.***

5. ***SEQUENCED CURRICULAR MATERIALS THAT INSIST ON MASTERY OF EACH DISCRETE POINT IN LANGUAGE BEFORE MOVING ON TO THE NEXT SEQUENCED POINT IS A DISASTER FOR SECOND LANGUAGE ACQUISITION.***

6. ***SECOND LANGUAGE LEARNING IS A DYNAMIC, CREATIVE, INNATE PROCESS, BEST DEVELOPED THROUGH CONTEXTUAL MEANINGFUL ACTIVITIES THAT FOCUS ON LANGUAGE USE, COMBINED WITH GUIDANCE ALONG THE WAY FROM THE TEACHER WHO INVOLVES A LANGUAGE FORM SOMETIMES - ALONG THE WAY, AS APPROPRIATE TO MEANING.***

7. ***HOW ONE PLANS TO USE THE SECOND LANGUAGE DETERMINES THE LEVEL OF PROFICIENCY THAT ONE MUST REACH AND THE LENGTH OF TIME IT WILL TAKE TO REACH THAT LEVEL.***

8. ***SOCIAL LANGUAGE, INCLUDING BASIC LANGUAGE NEEDED FOR CONVERSATION, FOR SHOPPING, FOR EVERYDAY USE PROVIDES NEGOTIATED MEANING AND HELPS THE LEARNER.***

OVERVIEW OF SELECT BILINGUAL/ESL PROGRAMS - CHARACTERISTICS

Program of Developmental Bilingual Education
Definitional Features

___ fulltime program of instruction

___ elementary and/or secondary

___ provides instruction in a second language

___ provides structured English language instruction

___ designed to help LEP children achieve competence in English while mastering subject matter skills

___ designed to help non-LEP children master a second language with accompanying subject matter skills

___ instruction provided in all courses or subjects of study which allows a student to meet grade-promotion and graduation standards

___ classes comprised of approximately equal numbers of students whose native language is English and limited English proficient students

___ time limits for participation in programs for individual students is not applicable

Variable Features (should be specified, but there may be variation)

___ instructional model - how each language is to be used/taught
paired teachers
language use by subject area
language use by time (alternate days, morning/afternoon)

___ language of instruction
major variations
a. 90/10 to 50/50 (second language used 90% of the time in year one, gradually moving to a 50 - 50 % by the third year)
b. 50/50 or the equal use of use of both languages throughout the program
c. any other variation

___ program structure

a. whole school/ strand within school
b. magnet school/ neighborhood school
c. open enrollment/application with stipulations

Program Goals

Goals which reflect basic features of the program:

1 - language minority students will become literate in their home language and develop high levels of oral and written proficiency in English

2 - language majority students will develop high levels of proficiency in a second language while making normal progress in English language development

3 - both groups will perform scholastically at grade level

Other desirable goals might include:

4 - both groups will develop positive attitudes toward the two languages and the communities which each represents

5 - both groups will develop positive perceptions of themselves socially and academically

Decision!

About Programs of Instruction for LEP Students*

1. How many LEP students (of all language backgrounds) do you have?

   In your class. ____ (Teacher) In your school: _____ (Administrator/Principal) In the district: _____ (Instructional Supervisor/ Superintendent)

2. As a linguistic group are they:

   __ Homogeneous? (speaking the same language) __ Heterogeneous? (speaking different languages)

3. How do you know that they are LEPs?

   __ Through the Home Language Survey (which is mandatory, by law)

   __ Through other indications such as:

   _____

   _____

   _____

4. Have they been tested to assess their levels:

   A. In English? __ Yes __ No
   (If the answer is "YES" please identify in the back of this page the test(s) and/or instrument(s) used.)

   B. In the native language __ Yes __ No
   (If the answer is "YES" please identify in the back of this page the test(s) and/or instrument(s) used.)

   C. In subject areas? __ Yes __ No

ADDENDUM TO 4

Under 4.A, if the answer is "YES" please check where applicable:

__ LAS
__ LAB (Language Assessment Battery)
__ Bilingual Syntax Measure (BSM) - English
__ IDEA Oral Language Proficiency Test
__ Locally developed Test
__ Teacher observation
__ Sample writing(s) (i.e. Portfolio)
__ Other, please explain:

_____
_____

Under 4.B, if the answer is "YES" please check where applicable:

__ LAS - Spanish version
__ LAB - Spanish version
__ Woodcock-Muñoz
__ Bilingual Syntax Measure (BSM) - Spanish
__ IDEA Oral Language Proficiency - Spanish
__ Other, please explain:

_____
_____

Under 4.C, if the answer is "YES" please check areas tested:

__ Mathematics

__ Science

__ Social Studies

** LEP: Limited English proficient, a term used to refer to non-native English speaking students, K-12, whose knowledge of English may vary from nil (NES, non-English speaking) to near fluency in the English language. A student may be fluent in spoken English but still be deficient in understanding or writing English: s/he would still be considered LEP. It should be noted, however, that limited English proficiency is NOT a permanent handicap, it is rather a temporary condition that may hamper the student's progress in an American school for some years but which all students can be expected to overcome if helped through a rational, organized program of instruction in the English language (usually known as ESL, English as a Second Language, or ESOL, English to Speakers of Other Languages).*

DR. SHERRY R. MIGDAIL

A CHILD'S HOME LANGUAGE IS OF CENTRAL IMPORTANCE IN HOW THEY LEARN AND COME TO KNOW THEIR WORLD.

Premise # 1: ..

LANGUAGE PROFICIENCY IS CENTRAL TO ALL ASPECTS OF EDUCATION

Premise # 2:

LIMITED ENGLISH PROFICIENCY DOES NOT IMPLY LIMITED PROFICIENCY IN A NATIVE LANGUAGE

Premise # 3:

LANGUAGE SKILLS ARE DEVELOPED AND SPECIALIZED TO DIFFERENT DEGREES AND AT DIFFERENT RATES

Premise # 4:

THERE SHOULD BE A VALID AND APPROPRIATE MATCH BETWEEN THE STUDENT AND THE PROGRAM INTO WHICH HE/SHE IS PLACED

Form a team of 4-6 persons. You will be working together to seek solutions, or at least resolutions to problems of program selection for English Language Learners. Read the problem your team has been given.

Discuss the information given about the setting, the population, and the resources available for the resolution of the problem.

Outline the pros and cons of possible program(s) you might develop to best teach the students involved as you formulate your ideas. Justify your choices on the basis of research (as you know it) and on the basis of your own experience.

Your solutions to each of the problems will be discussed with the entire group as we come back together to offer constructive criticism to each group as they have found resolutions to each of the problems.

Problem Scenario # 1:

Your district continues to have a large number of students from Central America and Puerto Rico. They are a mixed bag! Some students have had limited native language schooling. Their parents also tend to have limited literacy skills in Spanish. These parents are reluctant to "help" the kids with homework since they feel that their lack of literacy is an impediment and an embarrassment. Secondary level students run the risk of becoming dropouts and will not enjoy the benefits of a high school diploma. Younger students have special needs but time, at least, is on their side.

A relatively small percentage of the newcomers have been to school in their native countries and some of the students in this group have had a smattering of English. These students are eager to learn more and have willing parents at home, who feel they can help they r kids, often in both English and Spanish.

There has been an effort, in a well attended meeting to create a Spanish speaking advocacy group among the parents in the district. When they met for the first time, they decided to meet at least four times a year. Most of these parents have children in the elementary and middle schools. The parents did not have a clear idea as to how a bilingual program is organized but they know that they are in favor of Spanish language maintenance.

District teachers who are Spanish speakers are willing to support "bilingual education" but there is no sense whether this type of program is best for their students. Others, both Anglo and Hispanic would like to see research justification for the bilingual match. Trained teachers who feel qualified to teach in two languages lack the certification. A number of teachers have visited bilingual programs in other parts of the area and are enthusiastic about the possibilities and the potential. Although they recognize their lack of training, they would like to participate in an effective approach to helping these youngsters become productive and successful in school. It is obvious to teachers and to administrators that there needs to be a consistent policy for the district as a whole based on the needs of children.

There are currently no federally funded programs which would help defray the cost of resources for these youngsters. But the State of Delaware and the District superintendent are willing to find funding which will help to get an effective program in place. This will include a concerted effort to be made in staff development over a period of time.

Which program(s), ESL or Bilingual Education, would serve your purpose? Justify your selection by explaining how the students would best be served by your choice. How would you go about putting your choice of program in place? Describe what you mean, as a group, by ESL and/or Bilingual Education and how it would be formulated and instituted.

Problem Scenario # 2:

You have been concerned in your district about the numbers of 5th to 8th graders who are recent arrivals from Latin America and for whom there is no adequate program at present. You have met with the parents of these youngsters and they are interested in language maintenance. At the same time, you have spoken with parents of the English speaking children would like to provide their children with an opportunity to learn Spanish.

The District has formed a committee to document the needs of the LEP students in the middle school. One of the findings stresses that the growing new Latin-American population in grades 5'- 8 are recent immigrants who need to overcome the obstacles caused by poverty as well as the adjustment to somewhat overcrowded schools plus the need to learn English as they learn to deal successfully with individuals from a culture other than their own. The schools which are most impacted by these newcomers are concerned about "at risk" students and dropout rates.

A number of your teachers are speakers of Spanish. Several teachers have expressed interest in a two-way program but have little information about how such programs work. Other staff members feel that instructional services should include peer tutoring, vocational bilingual education at a secondary level, and some particular, though as yet undefined program, for "at risk" students, i.e., those with minimal academic skills.

Your group needs to wrestle with the problem the district has and to come up with some alternatives to be considered for implementation. Discuss the types of program(s) which seems most appropriate and ways in which implementation can be initiated. If there is more information needed, what is that data and how does the group propose to find the necessary information to complete the picture.

Problem Scenario # 3:

The city in which you live has almost doubled its bilingual/ESL population in a six year period. Unlike the slow curve of previous years, this year the numbers have grown tremendously and the diversity in terms of country of origin and languages spoken has also increased. Recently a substantial number of students from Central America, South East Asia, the Middle East and Eastern Europe has moved into the district. Many of these youngsters appear to have little formal education. Many come with no records and no previous educational background.

The district has maintained an intake center where interviews, as far as possible in the in the native language(s), are conducted with parents as the children are registered. You have examined those records and find that many of the children have caught your attention and concern because beside the emotional difficulties involved in adaptation, there is evidence of some slow or delayed language development, some possible hearing problems, as well as a cluster of difficulties which appear to sound like learning disorders. Yet, since these children have not been tested, you hesitate to label them in any way. Additionally, since many of the children are unable to read or write in their native language, your group seeks to find a reasonable and feasible way of addressing the multiple needs of the students. There are two itinerant ESL teachers for the entire district but there is no ESL curriculum. Each teacher is doing "her own thing". Since there is so great a divergence of educational backgrounds and levels of achievement among the population there is very little accountability in terms of what kinds of instructional methods are being used and what is being accomplished.

There are many concerns regarding what to teach, how to teach it, and how to recognize achievement. What to do with underachievers is also of concern. The anticipation is that there may be more underachievers than are now recognized.

Your task is to look at the data and at the concerns and devise program(s) for these students which will offer maximum results. Include in your thinking, curriculum, program design and needed assessment of both the achievement of children and the evaluation of the selected programs.

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

In cooperation with the University of Findlay
(Center for Languages and Multicultural Studies)

And the Ohio Department of Education
(LAU Center Section)

Intensive Teacher Training Institute: MAXIMIZING PROFICIENCY THROUGH TECHNOLOGY FOR ESL/BILINGUAL STUDENTS

Sheraton Cleveland City Centre
Cleveland, OH
May 13-14, 1994

Richard Lutz, Ph.D., Comsis:MRC-3
Adjunct Professor, The University of Findlay

Intensive Teacher Training Institute:
MAXIMIZING PROFICIENCY THROUGH TECHNOLOGY FOR ESL/BILINGUAL STUDENTS

I. A. Evaluating the Use of Computers in Your Classroom/School

1. What computers do well:

(1) Individualize instruction (repeat as often as needed, give immediate feedback, etc.)
(2) Control lesson presentation (pace activities, randomize or order items)
(3) Facilitate re-writing (rearrange text easily)
(4) Automate mechanical tasks (create cloze exercises, concordances, crossword puzzles)
(5) Control other media such as video and CD-ROM in an integrated fashion
(6) Motivate students (students want to use compute and learn about them)
(7) Facilitate gathering and sorting information from large databases
(8) Keep track of complex sets of variables (useful for simulations of some aspects of real life)
(9) Keep detailed records of student performance

2. Examples of what you do in the classroom now:

(1) content-based instruction
(2) information gathering activities
(3) vocabulary practice
(4) group discussions
(5) pronunciation practice
(6) notional/functional focus
(7) prewriting activities
(8) revising of writing, etc.

3. Examples of How #1 and #2 Above Fit Together

Example A:
Content-based instruction fits with:
(5) Control other media such as video and CD-ROM in an integrated fashion
(7) Facilitate gathering and sorting information from large databases
(8) Keep track of complex sets of variables (useful for simulations of some aspects of real life)

Richard Lutz, Ph.D.
Comsis: MRC-3

3. Examples of How #1 and #2 Above Fit Together (continued)

Example B:
Language Practice fits with:
(1) Individualize instruction (repeat as often as needed, give immediate feedback, etc.)
(5) Control other media such as video and CD-ROM in an integrated fashion

B. Choosing Software

1. General Categories

a. Educational Software specifically for ESL students

b. Educational Software not specifically for ESL students

c. Software not designed for educational use but appropriate to your students' needs (e.g., Word-processing packages, spell-checkers, content-area resources, encyclopedias, games, bulletin boards, and so on.)

2. General Uses of CAI/CAL

a. Computer as Tutor:

Basic Drills

Non-Drill Practice

b. Computer as Tool:

Tool for Students:

Global acquisition/production
(word processors, simulations, etc.)

Tool for Teachers:

Teacher utilities
(gradebook programs, crossword puzzle generators, produce course material, data management)

B. Choosing Software (continued)

3. What helps learners learn:

a. Focus on CONTEXT:
Real language, real communication.

b. Focus on MEANING, not FORM.

c. Provide INTERACTION:
We learn by interacting with others and getting feedback.

d. Provide environment with high internal MOTIVATION.

C. "Interfacing":
Lowering inhibitions of users (of teachers and of students)

Fears and frustrations:
"What if I break it?"
"What if I can't figure it out?"
Jargon: "What does that term mean?"
Privacy/viruses/losing work
"It doesn't do what I want it to."

Available Help:

- On-line HELP
- On-line tutorials
- 800-number help lines
- Service representatives
- Peer help
- Bulletin Boards

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Comsis: MRC-3

II. Educational Software: categories, selection, evaluation

A. Locus of Control: Who controls the shots?

1. Prescriptive CAI: Programmer decides what content

Prescribes what the learner is to learn. Designer (programmer) decides content.

Learner's role: to receive and gain facility.

Objectives: specific, limited.

Content is highly structured.

Learners granted or denied access to areas of instruction based on progress in answering.

Methodology: Ranges from simple tutorials to elaborate stimulations.

Categories:

- *Most games*
- *Drill and Practice*
- *Tutorials*
- *Some simulations*

2. Democratic CAI/CAL:

Locus of control: LEARNER

Learner can influence what is learned, or at least the order of learning.

Categories:

- *Some Tutorials*
- *Some Simulations*
- *Learning Resources*
- *Word Processing*
- *Information Exchange*

B. Level of Interactivity (between learner and machine)

1. Reactive--learner responds to a question

Touch screens, space bar, menus are reactive.

2. Proactive--learner constructs, generates activity

Keyboard might be used proactively to compose.

No medium is inherently better than another. Proper application to an appropriate problem is key.

C. CATEGORIES OF COMPUTER SOFTWARE AND RESOURCES

1. *Games*

Usually have specific goals
Some measure of competition (against self or others)
Rule-based
Often divorced from reality

Strengths and Weaknesses:

+ highly motivational, entertaining
+ reduces inhibitions, fear of computers
+ reinforces existing skills
- primary purpose often entertainment and not instruction
- little new learning, or learning as by-product (learning NOT at center of the product)
- time-consuming

Categories (continued):

2. *Simulations*

Mimics the real world.

Learner encounters circumstances and responds to them.

Play ultimately results in one of several possible conclusions, determined by choices and decisions made by learner.

Learner as part of system rather than competitor.

Strengths and Weaknesses:

+ increase experience of learner: inductive learning; learn by doing
+ low-risk setting: experience without risk
+ high degree of interaction
+ new CD-ROM formats handles huge amounts of data
- primary purpose may simply be entertainment
- do not provide information to learner
- may frustrate learner who doesn't end up with desired result
- can be very time-consuming, with only modest learning

3. *Drill and Practice*

Question-answer-feedback (also called IRF: initiate, respond, feedback).

In CAI, this can be augmented with maps, photos of cities, songs with clues, etc. Correct response "rewarded" with positive feedback. Incorrect response is "buzzed."

Strengths and Weaknesses:

+ immediate feedback
+ good for memorizing small amounts of concrete information
+ low risk
+ student can go over material as often as needed
+ student can work independently; easy to use
- little new learning takes place; reinforces old knowledge
- often, software requires exact match; frustrating
-feedback tends to be monotonous, annoying
-monotonous, low entertainment value

Categories (continued):

4. *Tutorials*

Mini-lessons. Contains new information and opportunity to practice it.

Typical setup:
Introduction
Advance organizers, objectives, topics
New content
Practice (questions, exercises, activities)
Feedback
Review
Evaluation

Strengths and Weaknesses:

+ good software mimics a good tutor
+ can be motivating
+ can provide lots of opportunities to try, correct errors
+ allow students to select level of difficulty
+ can be tied to curriculum
+ provides instant feedback
+ may make effective use of video, graphics, text overlays
- often the "tutor" seems unreal and hollow
- rarely "customized" to meet precise level of student
- may be nothing more than a computerized book
- graphics are easy to supply, so may be empty, distracting
- feedback may be rigid, insincere, even inappropriate:
  "Sorry, try again."
  "Very good!"
  "Wrong answer!" (even if the right answer was given but misspelled!)

Categories (continued):

5. *Testing*

Uses the computer to present test questions (random order if desired), collect and analyze student's answers.

Strengths and Weaknesses:

+ Capable of managing large amounts of data
+ Easy statistical analysis
+ No handwriting to deal with, no ambiguous answers
- Reliance on discrete-point, "objective" exam questions
- "Glitches", crashes (loss of data) possible

6. *Learning Resources:*

Consists of organized data base of materials on a subject, reference material.

Strengths and Weaknesses:

+ fast access to information
+ organizational structure is in the hands of the user
+ increases learner's range of strategies to find answers
+ increasingly, includes sound and video, entertains provides contextual help to learner
+ can provide several ways to access same information
- instructions, use often complicated
- often not founded in any curriculum; i.e. is not INSTRUCTIONAL

7. *Word Processing*

Much more than a typewriter. Editing is greatly facilitated.

Strengths and Weaknesses:

+ enables easy editing, reworking
+ instant ability to print and see results of efforts
+ spell-checkers, grammar-checkers available
- word-processing commands complicated at first
- over-reliance on computer to check spelling, grammar

Categories (continued):

8. *Information Exchange*

Electronic Mail, or "E-Mail, bulletin boards: communicating with other computers. Lots of special-interest groups (e.g., education, science, geneology, etc.)

Strengths and Weaknesses:

+ Enjoyable, highly interactive, lots of feedback
+ Expands sources of expertise, information
+ Increases communication among learners, educators
+ Individual freedom, responsibility
- Generates large amounts of correspondence, much of it not directly related to curriculum
- Confusion of written and oral/formal and informal styles possible; no control over level of language or content.
- Potential loss, disregard of important messages
- Potential misinformation and abuse.

B. Evaluation of Software

2. Prepare a Checklist for Software
(See Sample Checklist)

C. Databases or Sources of Software Listings

Healey, Deborah, and Norman Johnson. *TESOL CALL (Computer- Assisted Language Learning) Interest Section Software List*. 1600 Cameron Street, Suite 300. Alexandria, VA. 1-703-836-0774: Teachers of English to Speakers of Other Languages, 1993.

Listing of ESL computer software organized by type of computer needed, skill or application (discussion, reading, grammar, pronunciation, etc), free or shareware information and indexes (bilingual, business, elementary education, literacy, and science/technology).

Multimedia and Videodisc Compendium for Education and Training. Emerging Technology Consultants, Inc. 2819 Hamline Avenue, North St Paul,MN 55113. Tel: 612-639-3973 Fax: 612-639-0110
One year subscription = $42.50 ($39 + $3.50 for shipping). (main listing comes out in September; updates in winter and spring)

Sorted by subject categories. Each entry consists of title, hardware requirements; price; producer's name and 800 number; and a 5-6 line description of the product. Subjects include business, math, career guidance, foreign languages (ESL and bilingual ed are not separate categories, but there are some titles mixed in under other headings). The company also has a database and will do searches and sorts for a fee (to be negotiated with them).

TESS (The Educational Software Selector). $14.95 for the Latest and Best of TESS-1993 on paper; $19.95 on paper for the complete listing for 1993. $125 on CD-ROM.

Using the database, searchers can 1- search using descriptors such as grade level, subject, price, program type (instruction, word processing, etc.); 2 - print out their searches on paper or on a diskette; 3- flag the software their schools already own; 4- add comments after using a particular piece of software. Updates on later CD-ROMs will automatically update the search features. May have MAC and IBM versions on the same disk. Available from the EPIE Institute (see above under organizations).

APPENDIX B
Defining Terms: The Jargon of Computerese

Microcomputers: Computers as SYSTEMS (components)

Central Processing Unit (CPU): 386, 486 (SX, DX),
Pentiums, IBM-Compatible/MACs

Memory: bits/bytes, memory addresses, RAM, ROM

Peripheral storage: Hard disks, floppy disks, laser disks, CD-ROM

Input/Output Devices:

keyboard
monitor (CGA, EGA, VGA, SVGA);
.28 dot pitch, 1024 x 768, pixels, LCD displays
printers (laser, ink-jet [HP Deskjet])
mice (mouses?!), joysticks

modems (Hayes Compatible, internal/external)
(baud rates: 2400, 9600, etc.)

GLOSSARY

ASCII (American Standard Code for Information Interchange):
the standardized code for letters, numbers and other characters

Branching:
Moving the computer user from one part of the computer program to another.

Bulletin Boards (BBS):
(may include E-Mail [Electronic Mail])
a computer is set up as a "host", and others can call up by telephone modem to connect their computers to the host in order to send and receive letters, software, and so on.

CD-ROM (Compact disc-read only memory):
Digital Audio, digital video: audio or video signals stored as a series of binary digits. CD ROMs can hold up to 660 MB per disc (= 825 double-sided Mac floppies!)

GLOSSARY (Cont.)

Disk:

a magnetic storage device. Equivalent terms include: diskette, floppy disk, floppy. Currently, 3 1/2 inch disks are the norm. Previously, 5 1/4 inch disks were common.

DOS:

IBM-compatible disk operating system. Enables your computer to read and write to floppy and hard disks. Not "user-friendly." All you see is a "prompt" (e.g., C:>). See WINDOWS.

Drivers:

software (programs) which control peripheral devices such as CD-ROM players or disc drives.

Font:

collection of characters making up a set with a particular size and shape lettering.

High Sierra:

a popular format for storing data on CD-ROM. Another is ISO-9660.

Hypercard:

programs which organize information into what appears as stacks of index cards which users can manipulate.

Icon:

a graphic symbol which identifies a specific function or program, first used by Macintosh, and now Windows (IBM). E.g., a picture of a garbage can stands for deleting unwanted files.

Laser:

focussed beams of light used to read optical data on CDs and CD-ROMs.

Menu:

choices presented to the user. For example:

Select one of the following:
(A) Grammar lesson
(B) Vocabulary lesson
(C) Conversation Practice
(D) Spelling Practice

Richard Lutz, Ph.D.
Comsis: MRC-3

GLOSSARY (Cont.)

Multimedia:
highly interactive software, usually with sound and video, which provides the learner wth choices that in turn affect outcomes.

ROM:
read-only memory; memory that is already programmed and cannot be changed by the user.

Shareware:
software distributed without charge, often on computer bulletin boards, in the hope that you will purchase the software if you find it is useful to you. In contrast, freeware is distributed without any expectation of payment.

Touch screen:
touch-sensitive screen which can respond to the user's choices.

Videodisc:
12 or 8 inch disc which looks like a long-play record. Contains movies or other video.

Windows:
IBM's answer to Macintosh's easy-to-use software; presents a "desktop" with one file or "window" on top of another, allowing the user to move around easily from one program to another. User can frequently avoid difficult DOS commands.

APPENDIX C
Selected Bibliography

BOOKS

Cannings, Terence, and LeRoy Finkel. *The Technology Age Classroom*. Wilsonville, OR: Frankin, Beedle and Associates, 1993.

A book of reprints of recent articles on educational media in the classroom.

Dockterman, David A. *Great Teaching in the One Computer Classroom*. Watertown, MA: Tom Synder Productions, 1991.

Setting educational goals; Computer as tool for the professional teacher; Computer as presentation tool; Computer as discussion generator; Computer and cooperative learning; Interactive video, multimedia, etc.; Notes from the field (other teachers using the computer); Aides for sharing ideas; Historical and contemporary reading. 800-342-0236

Schweir, Richard A., and Earl R. Misanchuk. *Interactive Multimedia Instruction*. Englewood Cliffs, NJ: Educational Technology Publications, 1993.

An overview of "multimedia": What kinds of learning are fostered by various types of instruction (drill and practice compared to using computers as learning resources)?; what equipment is used in multimedia (videodiscs),CD-ROM)?; What factors are important in designing multimedia instruction (or from a user's point of view, what should you look for in good multimedia instruction?).

JOURNALS AND NEWSLETTERS

Athelstan Newsletter on Technology and Language Learning

Contains software reviews, articles, bibliographies and reviews of books related to using computers in language teaching. Athelstan sells selected software. Subscription is $10 in the US to receive the newsletter by first class mail. Teachers and researchers in the US are eligible for a complimentary subscription by bulk mail. Athelstan, 2476 Bolsover, Suite 464, Houston, TX 77005. Tel: 713-523-2837.

CALICO Journal (Computer Assisted Learning and Instruction Consortium). Duke University, 014 Language Center, Box 90267 Durham,NC 27708-0267 Tel: 919-660-3180 Fax: 919-660-3183. Quarterly publication on applications of high technology in teaching and learning of foreign languages (Sept, Dec, March, June).

Education Week, (12 January 1994). Articles on educational technology.

Educational Leadership (51, no. 7 April 1994). Articles on educational technology.

Electronic Learning: The Magazine for Technology and School Change 12, no. 5 February 1993. Special edition on grants and fund-raising; raising money for your technology program; partnerships with business.

Phi Delta Kappan, (December 1992). Articles on technology in education.

APPENDIX C (Continued)
Selected Bibliography

ORGANIZATIONS

EPIE Institute (Educational Products Information Exchange). 103-3 Montauk Highway Hampton Bays,NY 11946. Tel: 516-728-9100. Non-profit independent consumer's union. Produces the TESS, The Educational Software Selector. See below under databases for description of the TESS.

Institute for the Transfer of Technology to Education (ITTE). 1680 Duke Street Alexandria,VA 22314. Tel: 703-838-6722 Advances wise uses of technology in public education. Provides publications, site visits to exemplary technology districts, and annual "Technology + Learning" conference. Addresses planning and funding technology, staff development, facility design and modernization, use of on-line networks and telecommunications, and the role of multimedia instruction. Sponsors a membership program, the Technology Leadership Network, for school districts in the US and Canada which are seeking guidance in making 'difficult and expensive' decisions related to technology

Ohio ITTE technical coordinators:
Stark County, Canton, OH: Kris Cramer 216-492-8136
Columbus, OH: Julia Todd 614-262-6131
Green County Voc-Tech, Zenia, OH: John Klinger 513-372-6941.

Instructional Technology Services (ITS) of Central Ohio. 2941 Kenny Road,Suite 110 Columbus,OH 43221. Tel: 800-849-3508
One of eight offices in Ohio funded by the state to give technical assistance and workshops to schools and teachers. Originated 20-30 years ago to support instructional TV. Now also cover instructional media. Keeps schools up to date on new technology and give hands-on training on software and systems that schools have purchased.

Jim Mathis - Cleveland ITS 216-398-2800 (phone); Cleveland ITS specializes in telecommunications
Nancy Baker - Kent, OH ITS - 216-677-4549 (phone).

CALL (Center for Advancement of Language Learning). 4040 N. Fairfax Drive, Suite 200 Arlington,VA 22203. Tel: 703-312-5040 Fax: 703-528-4823